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# The Playground

JANUARY, 1925

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Legislation for Parks and Recreation Spaces - Edward M. Bassett

Recreation and International Good Will - George J. Fisher, M.D.

The World Need for Recreation Leadership - Robert A. Woods

Leisure Time and the Colored Citizen - - - - Emmett Scott

Spring Lake's Memorial Community House - Adelaide B. Heilner

Folk-Play Making in Dakota and in Carolina - Frederick H. Koch

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# The Playground

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## MEMBERSHIP

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# RHYTHM

MELODY



BEAUTY



JOY

Rhythm is the absolutely essential element in all physical exercise and play. Pulses are set bounding, and the body is guided into sane, strong, sturdy muscle building—or—through the appeal to the imagination—is bent and curved into graceful, healthful development. The uneven rhythm of counting is deadly dull. Musical rhythm wedded to strong melody sets

an even pace, carries along the appeal to the imagination and the sense of pleasure, and also supplies the urge to active interest through the aroused sense of beauty in the melody. Children love to work and play to MUSIC. Why deprive them of this joy? For information on more than one hundred folk dances, drills, mimetic play, etc., etc., see the booklet

*"The Victrola in Physical Education, Recreation and Play"*



Educational Department

**Victor Talking Machine Company**

Camden, New Jersey



# The Playground

**Coasting in the Sunny South.**—To the Houston, Texas, playgrounds go the laurels for having brought the zest of sledding to a snowless slope. In that southern city a sledding race was recently held down the grass-grown bank of a ravine in Woodland Park with ribbons awarded for the fastest sleds. The sleds were just like northern sleds, but the flat runners were vigorously sandpapered until perfectly smooth and then thoroughly polished with wax and candle ends. The boys insisted that the sledding was "great." Warm and sunny weather and green trees aren't going to deprive Houston children of their winter sports. Miss Fonde, Playground Superintendent and Mr. Nathan Mallinson are responsible for this latest joy to Houston's youngest inhabitants.

**Winter Sports in Portland, Maine.**—As a substitute for street coasting in Portland, Maine, the Recreation Commission is erecting toboggan slides at Deering Oaks Park and at other grounds in the city.

The popularity of the slide on the Western Promenade convinced the Commission of the advisability of multiplying the number of such facilities. The slide on the Promenade, which follows the contour of the bank, is of regular size and construction and has a drop-start, the toboggan sitting absolutely flat while being loaded. When a toboggan is ready to start, the moving of a lever tilts the platform and the toboggan moves down the chute.

The provision of skating rinks is another phase of the winter sports program. In Deering Oaks Park the pond which gives so much pleasure in the summer season furnishes one of the largest skating surfaces available in any community not located on a river. A number of artificial rinks are provided in other parts of the city by flooding playgrounds and vacant lots.

Granville R. Lee, Supervisor of Recreation, has wisely issued through the local press an appeal to parents to see that their children do not attempt

to skate until the ponds and rinks are thoroughly frozen. Proper supervision of winter sports and proper construction of toboggans and similar facilities are exceedingly important considerations.

**In Ye Olden Times.**—"One ye day called Christmas, ye Govr. called them out to worke, (as was used,) but ye most of this new company excused themselves and said it wente against their consciences to work on yt day. So ye Govr. tould them that if they made it a mater of conscience, he would spare them until they were better informed. So he led away ye rest and left them, but when they came home at noone from their worke, he found them in ye streeete at play, openly; some pitching ye barr, and some at stoole-ball, and such like sports. So he went to them, and tooke away their implements, and tould them that was against his conscience, that they should play and others worke. If they made ye keeping of it a mater of devotion, let them kepe their houses, but there should be no gaming or revelling in ye streets. Since which time nothing hath been attempted that way, *at least openly.*"

(From Bradford's *History of the Plymouth Plantation.*)

**At Lebanon, New Hampshire.**—The town of Lebanon, New Hampshire, has recently dedicated a new town hall, a handsome, red brick building costing \$200,000. In addition to the town offices, the office of the Superintendent of Schools and the court room and jail, the building contains a large auditorium with a well-equipped stage, and a town banquet room with a well-furnished kitchen.

Lebanon also has a community house which is constantly in use by all organizations of the community. In connection with the program are luncheon clubs for boys and girls, modelled after the Rotary Club, which meet weekly. The house is widely used by local organizations such as the

women's clubs, Boy Scouts, Girl Scouts and the American Legion.

Winter sports are being promoted in Lebanon. The village firemen volunteered to flood the Common for skating and a nearby resident offered the use of her backyard for a toboggan slide.

**A Memorial Playground for St. Louis.**—In memory of his wife, who loved children, George D. Strodtman, Sheriff of St. Louis, has set aside a \$40,000 plot of ground as a site for a playground.

**A Recreation Training Course in Evanston, Illinois.**—The Evanston Bureau of Recreation is conducting a training course to develop local leadership for churches, schools, clubs and similar groups. Registration is open to all persons eighteen years of age and over who are interested in recreation as leaders. All persons enrolling are required to attend eight full periods of instruction as a minimum to receive credit certificate. The course, which is given every two weeks, will cover a period extending from November 24 to May 11.

The staff of specialists giving the course has on it Professor Norman E. Richardson and a number of others from the faculty at Northwestern University, with several local and national workers.



IN EL PASO, TEXAS

**Giving Young Mexicans a Chance.**—“Last May,” writes Miss Mabel Keeney, Playground Supervisor, El Paso, Texas, “we began pushing the idea of summer playgrounds in addition to the after-school playground program of the public schools which has been in effect for a number of years. Through the combined efforts of the Mayor,

the Superintendent of Schools, the School Board and other interested individuals and groups, an appropriation of \$1,800 was voted for the maintenance of four playgrounds, two to be opened in the American district and two in the foreign section.

“The two playgrounds in the foreign district were most successful. There was an average attendance of 125 on one and 100 on the other. There were tournaments in checkers, croquet, O’Leary and volley ball, baseball leagues and many other activities.

“We feel that a solid foundation has been laid. El Paso playgrounds will grow.”

**Interest in the Athletic Badge Tests.**—One of the features of the observance of Physical Education Day at the Norwich, Conn. Y. M. C. A. proved to be an afternoon athletic meet at which time the athletic badge tests of the Playground and Recreation Association of America were given. The tests aroused so much interest among the boys that, for the present, one Saturday afternoon each month will be reserved for the purpose of permitting boys of the city to qualify for athletic badges.

**Juvenile Delinquency and Play.**—Miss M. Esthyr Fitzgerald, Superintendent of Recreation, Utica, New York, sends the following note:

“The total number of children placed on probation by the Juvenile Court of Utica during the four months from June to September, when the playgrounds were open, was less than the number for the month of October alone, when the playgrounds were closed.”

**Johnstown Succumbs to the Harmonica!**—“The movement to organize a community harmonica orchestra,” says the *Johnstown Democrat* of December 2nd, “has taken such a grip on Johnstown that local dealers in Johnstown have been unable to supply the demand for the ‘key of C’ instruments.”

The orchestra is composed of from thirty to forty members, ranging from young boys to grandfathers. It has progressed to the point that arrangements are being made for the orchestra to play Christmas carols in the various sections of the city.

An interesting feature of the Johnstown plan was the broadcasting of a program consisting of an explanation of the movement for community

music and a number of selections showing the practicability of the harmonica as a medium of entertainment.

**A Gift of Land for Detroit.**—Mr. and Mrs. John B. Howarth, at present living in Birmingham but for many years residents of Detroit, have deeded to the city, for use as a children's playground, a tract of land, part of Mr. Howarth's father's old home. The playground, which contains about three-fifths of an acre, will be known as the George Howarth Children's Playground in memory of Mr. Howarth's father. C. E. Brewer, Recreation Commissioner of Detroit, in recommending acceptance of the gift said that he hoped the example set by Mr. Howarth would soon be followed by other land-owners who would anticipate the need for children's playgrounds and dedicate sites for this purpose as well as for streets.

**For Mothers Only!**—Franklin, Massachusetts, boasts of a Mothers' Orchestra which was originally organized to play for the Parent-Teacher Association but which has become so popular that it is in demand for all the affairs in town. Only mothers are eligible to join the orchestra.

**Using Colors to Maintain Interest.**—William J. H. Schultz, Superintendent of Recreation Centers, West Chicago Park Commissioners, writes that in publishing programs of musicals, dramatics and holiday celebrations he uses a varied color scheme. It has been Mr. Schultz' experience that by using a newer and fresher color it is possible to lend a new interest to old news. He says, "Our year-round athletic program which is printed a year in advance of the events to be held would soon lose its interest to the reader and be of no value on the bulletin board if the flagging interest were not renewed by a change in color."

Here is an idea which may commend itself to other recreation workers.

**Recreational Developments in Frederick, Maryland.**—The City of Frederick has recently purchased for the sum of \$20,000 twenty-four acres of land within two blocks of the center of the town. This includes \$4,000 for water rights. The land will need little grading for play purposes and is ideally located.

**Leadership the First Emphasis.**—One of the first activities of the Fall River Recreation Commission recently organized was to arrange a training course for recreation workers which is being given under the leadership of Mrs. Eva Whiting White of Boston Community Service. The course which began October 27 will extend to December 18. Seventy-two people, including every member of the Recreation Commission, have enrolled and are working for the credits which the University Extension Bureau of the State Department of Education is giving. This number does not include the individuals who come for special sessions.

**Goff Play Field.**—The Pawtucket *Times* in an editorial in the issue of October 23 has voiced the appreciation of the City of Pawtucket to Lyman B. Goff for his gift of a play field.

"The people of Pawtucket," says the editorial, "appreciate highly the generosity and public spirit of the donor of this play field that has made it possible and will ever be grateful to him for this further evidence of his love of the city and his interest in its development in valuable ways. The Goff Play Field will be a visible evidence of the spirit of good citizenship and an appreciation of the needs of a growing community by one who has done much to make Pawtucket a better place in which to live."

**Sacramento Goes Ahead.**—George Sim, Superintendent of Recreation, Sacramento, California, writes enthusiastically of the fall and winter program of athletics in operation. At the present time there are 79 teams playing regularly scheduled games. 40 baseball teams are in operation. There are 27 teams in the playground soccer league, 8 in the soccer-football league and 4 in the playground junior soccer-football league. A number of basketball leagues will soon be under way, bringing the total number of teams to a high figure.

The Recreation Department is now operating two golf courses and there is a splendid symphony orchestra.

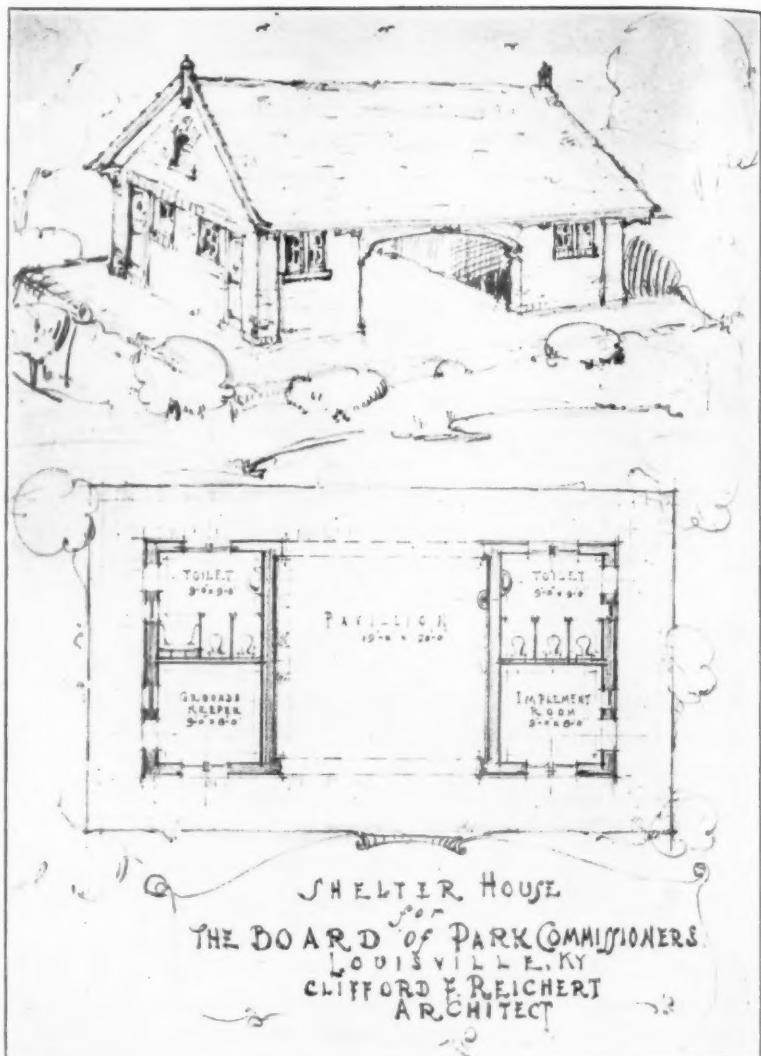
**Learning to Swim in Rome.**—Last summer 118 children in Rome, New York, learned to swim during the playground season. The old canal was used, the state water test having shown it to be safe for swimming. This temporary swimming pool can easily be converted into a real

pool, if permission can be obtained from the State to drain the canal to secure the necessary level.

**New Shelter Houses in Louisville, Kentucky.**—At a cost of \$5,695 each, the Board of Park Commissioners of Louisville is building two shelter houses of similar design and construction. Each house is built of brick laid on a foundation of concrete with all exterior walls of rough texture faced brick of mingled shades of brown. The doors and other outside half-timber work are of rough cypress stained a warm brown, with frames and sashes of ivory tint. The roof is of red shingle tile and all gutters and outside metal of copper. This reduces the upkeep to a minimum. The toilets have tile floors and walls, with cement plaster ceilings sand finished. All plumbing fixtures are of the best and special attention has been given to the provision of adequate light and ventilation. The rooms for the grounds' keeper and for implements are plastered, with cement floors. The floor of the pavilion is cement with borders of red mastic marked off to form tiles.

**Making a Miniature City.**—Grand Junction, Colorado, two years ago held a very successful doll show. This year around the dolls grew a whole city, with the dolls as residents. There were houses of pasteboard, municipal buildings, entire city blocks. Each school grade chose a city officer such as the City Manager, Chief of Police, Fire Chief and others. Each chief selected his crew and directed his department as he saw fit. The children assembled at a general meeting place and proceeded to the vacant lot where the streets had been laid out. Then the children, sixteen to a block, built up their village.

**From the Western Coast.**—The play centers of Fresno, California, under the leadership of Raymond Quigley, are maintained on fifteen playgrounds and in six recreation hall and club-houses. Last year there were 1,300 entries in the junior tennis tournament, eighty baseball teams



and eighty-five teams in the classified basketball tournaments. Attendance was over a million.

**Art and Community Service.**—Community Service of Richmond, Indiana, is giving a course of eight free art and travel talks at the Public Art Gallery. The talks are given once a week from Monday, November 17th to February 2nd. The subjects are as follows: *Travels in Sicily*, *Travels in Southern Spain*, *An Outing in the Maine Woods*, *The Christmas Story in Painting and Music*, *Glimpses of New England*, *Indiana Art*, a playlet, *Famous Old Gardens*, *Travels in Canada*, *Reminiscences of Life in Japan and Old Quebec and the St. Lawrence*. The talks are illustrated by pictures on screen, slides and paintings and by music.

Mrs. M. F. Johnston, Chairman of Art for Community Service, has been instrumental in arranging the talks.

# Winter Fun in St. Paul

By

E. W. JOHNSON

*Superintendent of Playgrounds and Public Recreation*

The program for St. Paul's winter season is well under way. The Bureau of Playgrounds has prepared thirty ice rinks, sliding hills to be iced, toboggan slides, a ski hill and everything is in readiness for cold weather. The program of skating is one of the biggest ever attempted in our city. Beginning the latter part of December and continuing through the month of January and February, ice skating meets will be held on each of the thirty rinks for the boys and girls all the way from 8 to 16 or 17 years of age. These skating meets will be known as community meets for the children. The winners of the various events will receive ribbon awards. The events will consist of 50 and 100 yard dashes, with short distance races of one fourth mile, barrel jumping, backward racing, and various stunts of like nature to command interest.

There will also be an energetic movement put forth to encourage fancy and figure skating. Many of the best fancy and figure skaters of the city, of which we have many, have volunteered their services to give exhibitions and instruction in the graceful art on the blades.

Community carnivals are also being planned, in which the entire community will take part. Some of these carnivals will be masked affairs where prizes will be given for the best costuming as well as for gracefulness on skates. A carnival queen will be selected by a vote of the community and then at the conclusion of the season there will be an assembly of carnival queens from which the city will select the queen of queens.

Many sliding hills have been prepared for the use of toboggans and sleds and as soon as zero weather arrives these will be put into condition. Work is now under way on the erection of a municipal ski slide, the tower of which will be 65 feet high, which will afford a jump of a maximum of 200 feet. This is one of the finest hills, located in Mounds Park, in the whole Northwest. Through the energetic members of the Ski Club much of the material used in the slide has been donated by business firms and the actual work of construction is being done by the Bureau

of Playgrounds. The individual members of the Ski Club prepared the hill by the use of their own brawn and muscle. Ski tournaments will be quite in order this winter. Invitation meets have already been scheduled with Fort Snelling Club, Minneapolis Club, University Ski Club, and others.

The Municipal Skating Association will lay its plans early in December for a championship meet to be held in February. Elimination meets, or better known as district meets, comprise the early part of the skating program. The organization of a district meet means that the entries will be received by speed skaters from a certain bounded section of the city. The first, second and third place winners of each event are then qualified to enter a city championship to be held after all the district meets have been conducted. In this way we reach every known skater in the city who has championship aspirations. Our Municipal Skating Association is affiliated with the Minnesota Skating Association, which is a part of the I. S. U.

In addition to skating meets, great stress is laid upon the game of hockey. Five large hockey rinks have already been erected. Some of them are lighted for evening play and to date six hockey leagues have already been organized. We have a Commercial Division, which is made up of house employees only; also an Open Senior Division and four Junior Divisions. Others will undoubtedly be organized before the skating season opens. All these divisions will play for championships.

Basketball leagues have already been organized and will begin their actual schedule in early December. These leagues are comprised mostly of Juniors and those of juvenile age.

Besides the various activities above mentioned, the Hiking Club forms no small part of the municipal program. The out-door lovers of the hike meet every Saturday to hike over the hills and through the vales and end the day beside a campfire, where they enjoy the fellowship of their

(Continued on page 596)

# Home Recreation\*

## Section A

Introducing the subject of Home Recreation, Mrs. Milton P. Higgins, Past President of National Congress of Mothers and Parent-Teacher Associations, stressed the need for recognizing that play is not merely for babies and small children but for the entire family group; that means of entertainment and social activities of a recreational nature must be taught parents so that the individual members of the family will be resourceful and capable of taking care of the leisure hours of the family as a group as well as of their own individual needs.

The developing and planning of play rooms, play boxes, backyard playgrounds and children's corners are necessary in every home. The entire family must participate in the playing of games, parents playing with their children. Pleasant evening programs should be planned around the family fireside, with stories, singing and games, the family thus being cemented together in bonds of friendship. How can we help this plan? What activities can we suggest? How may we train the parents? Who can distribute the necessary information? These, Mrs. Higgins pointed out, are some of the questions which recreation workers must consider.

Frank E. Sutch, Superintendent of Recreation, Scranton, Pennsylvania, speaking on *Relating Home Play to the Community Program*, said:

Much attention is being given to recreation for the whole community—the big community celebrations, field days and mass activities of a spectacular nature. We must give more attention to the need of the individual in the community, of small groups in neighborhoods and of family groups. Unless we make our program full and broad, meeting these needs, we are failing. Each subject in a high school or college course of study is important. But we soon forget the individual study in the fine character building of the whole. Our recreation program must be full and well-balanced with something for the whole community, something for the small group and something to meet the needs of the individual who is hungry for an opportunity for self-expression. We must plan for the children, the adults, the church, the school and the club, as well as for the entire community. We must create a policy of rehabili-

tation in our work rather than a policy of giving out, teaching people to help themselves rather than providing the entertainment for them. To gain this end we must begin in the home by training the parents in activities and the means of social entertainment so that they in turn will train the children to be resourceful, capable of taking care of their own recreational needs and help in the activities of the family group.

The Department of Recreation can help through the following channels: by supplying bulletins on various activities, plans for home and backyard playground apparatus, lists of stories to tell and books to read, handcraft suggestions of things to make, home play exhibits at Parent-Teacher Association meetings, in granges, church groups and Home Bureaus, lists of games to play and how to play them, suggestions for social evenings and parties, neighborhood and family picnics and music in the home.

If we as recreation directors can distribute this information, we will place an instrument in the hands of the home that will help every member of the family to take his place in the neighborhood and community life. It is our duty as recreation directors to develop this plan and help the family with its recreation problems.

Miss Marie G. Merrill, Associate Director of the Public Welfare Department of Chicago, Illinois, spoke on the *Play Opportunity for Children in Apartments, Tenements, Crowded Neighborhoods and Duplex Houses* and described the work of the Public Welfare Department in promoting home play.

Through the field work of the Public Welfare Department a study of living conditions in and about Chicago was made, which revealed the fact that little attention was being paid to the play needs of the children of families living in limited quarters. The survey showed that shelter and the means for mere existence were being provided but there was no place for the children to play. Constant inquiries were coming in from mothers regarding the provision of ways for giving their children the play opportunity that was their right. This resulted in the working out of a plan providing play rooms for small children and social rooms for older groups in apartment house basements, play spaces in courts and backyards, play boxes and sand bins, roof playgrounds and other suggestive ideas. The plan was put into shape

\*Reports from meetings on *Home Recreation* held October 17 and 18, 1924. Recreation Congress, Atlantic City, New Jersey

and presented to the President of the Chicago Real Estate Board, Henry G. Zander, for study. Mr. Zander was delighted with the plan and had it printed and sent with a letter over his signature to 259 leading real estate men in Chicago.

The plan was welcomed by these men, who saw in it a proposition which would mean dollars and cents to them. They requested the help and advice of Miss Merrill and the Department of Public Welfare in carrying out this plan. Bulletins were printed suggesting types of simple play apparatus, rooms were set aside for the play of children, play spaces were provided in the inner courts and in a number of instances the roof was enclosed with strong steel netting, making a safe place for play and games. The janitors welcomed the plan since it kept the children from under foot and saved them hours of time.

Real estate dealers had printed, framed and placed in the play rooms of the buildings descriptive material suggesting games to play and how to play them, stories to tell, books to read, hand-craft suggestions and plans for simple home play equipment. Play spaces in the courts were provided with sand bins, teeters and swings. In a number of cases the real estate men went beyond this and set aside as a social room for family groups a pleasant corner room with good light and ventilation, some simple, cheery decoration on the walls and with curtains, portable tables and chairs, hot plate and lavatory.

The plan was started three years ago in Chicago and is growing constantly. It has the endorsement of some of the most influential real estate men in the country. It has sold itself. Each community can do much along these lines, Miss Merrill pointed out, by encouraging real estate men, owners and builders of apartments, real estate developments and duplex houses, to provide the necessary play space for the recreation of the people. The plan is feasible in tenement districts and crowded neighborhoods; backyards can be made into playgrounds by removing the fences separating the yards and by setting aside a portion of the space as a neighborhood playground supervised by the neighbors themselves. Such spaces will be used by men, women and children every hour in the day. An alley may be fenced at one end, closing it to traffic, fitting it up with a few pieces of play apparatus and providing space for organized games.

In closing, Miss Merrill said she felt that real estate people were thoroughly won to the idea of providing for the play of children and it should

not be difficult to secure their cooperation in any city. "Try the plan," she urged, "go to the president of the real estate board and outline the plan to him. Help real estate men build cities for children which will give them the play opportunities so necessary to their growth and development. Build strong citizens for tomorrow."

A short period of discussion followed Miss Merrill's paper on program material, play equipment and planning for home recreation and neighborhood play. One mother said a blackboard in the kitchen was excellent play material.

Mr. Sutch told of a remarkable development of "quilting clubs" in Scranton, Pennsylvania. Ten or more women form the club and draw lots for their order in making quilts for themselves. The Recreation Department provides a room, quilting frames—at a height at which the women can sit to work—and every meeting night, one happy member goes home with her new quilt under her arm. The session closed with the appeal that recreation directors go back to their communities prepared to assist in the home play program; that recreation departments everywhere help by distributing practical material to parents, Parent-Teacher Associations, Home Bureaus, grange and churches and that training courses for parents be held periodically throughout the year under the auspices of the recreation departments.

#### Section B

Mrs. A. H. Reeve, President of National Congress of Mothers and Parent-Teacher Associations, in speaking on *Recreation from the Home Standpoint*, said:

The untrained parent is one of our greatest problems. Parents as a whole are ignorant of the physical conditions and requirements of the various stages of development; they do not know what form of play and recreation appeals to the boy and girl of different age groups.

It should not be necessary to take a child away from the home for his recreation, making him dependent on artificial forms of amusement. We should train him to create his own world of play. There must be an understanding of child psychology as well as child physiology—a recognition of the individual. Without it we cannot develop an imaginative nature in our children. To say "Run away and play" is often the way of saying "Run away and get into mischief." The imaginative child provides his own recreation as far as variety of occupation is concerned. His need is

more likely to be that of the companionship, or relationships with others which play brings, in order that introspection and too great a development of egoism may be avoided. The practical child, on the other hand, must be provided with things to do—handcraft, occupations demanding invention—play in terms of life as he sees it around him, with just enough imaginative material fed him in small doses to make him sympathetic instead of intolerant in his attitude toward his playmates of differing interests. There are few greater tragedies of childhood than the sober, practical little boy or girl turned out in the yard with orders to play and punished when they are constitutionally unable to obey.

In congested districts parents must cooperate to secure roped-off streets for the play of little children. Six parents forming a recreation club and devoting one day a week to the leadership of the play of their collective children may lighten the care and divide the responsibility by thus providing the opportunity for recreation of parents as well as children.

This will require study, time and trouble. We should have little faith in the doctor who might pass his medical examination but refused hospital practice because the case work requires time, trouble and study. Yet men and women marry and bring children into the world and rest satisfied if they acquire a smattering of knowledge as to how they are to be cared for physically, send them to school for their mental training and leave their characters to "jes' grow" in the leisure hours which are the making or marring of our young people. For the lessons learned in that great school the street are the lessons that last.

Wherever there is established community recreation there should also be a training class for parents not only on how to play but where and when.

The idle child is the child in danger because no child will long remain idle and it rests with its parents whether his activities become constructive or destructive.

Comparatively few years ago there was in the home an influence stabilizing because of its permanence. Thirty years ago parents were settled down at thirty. Their "buggy-riding" days were over; the theatre was a costly luxury; tennis was a sport for the young and the novel game of golf was the resource of the idle rich. The motion picture as an amusement was unthought of and bridge playing had not come into fashion. Consequently, save for the dinners, suppers and

a neighborly game of cards in the evening, the average married couple expected—and was expected—to be at home at night. Life may have been much duller than it is today but no one knew it and perhaps much of the wisdom we have since acquired may be truly classed as folly. Today parents are as eager as their children in their search for recreation. The evening lamp is no longer lighted, but the old and young alike set forth for pleasure but not in the same direction.

It is so easy to give our young people the price of a dance hall or a movie ticket; to let the boy take the car or the girl go spend the night with a friend. We are so sure that our children are all right, and fortunately most of them are. But we do not stop to consider that in forcing the forward type of recreation which is popular with the rising generation we are feeding them adult food and are thereby giving them a bad attack, if not a chronic case, of mental and moral indigestion. A few days ago I heard a well-balanced woman, a member of her state department of public welfare, make the statement that whereas in their state home for delinquent girls there were fewer inmates than there were ten years ago, the average had moved back from 19 to 21 to 13 to 16 and that the majority of them were unmarried mothers.

Wisdom is being acquired, but at what a price!

Today in the theatre, the moving picture, in books and magazines and entertainments, we are pouring into immature minds at the age most sensitive to impression and suggestion the most unstrained and emotional in development of the strong, often tainted stimulants of maturity. And then we gasp in horror at the consequences! Reform in this matter cannot come alone from the outside. Expert knowledge and guidance are indeed demanded. But we must start in the homes and until the homes of America are fully aroused to the seriousness of the situation, to their responsibility for its continuance and even its increase and to the fact that they and they alone can effect the change, little progress can be hoped for.

What seems to be needed is the careful study by parents of the physical, mental and social life of the child from early youth through adolescence and the intelligent cooperation of parents and guardians with the expert organized forces of the community, so that equalized pressure from within and without can be exerted to produce a symmetrical reshaping of that clay which is still in its plastic condition to youth as it should be—

normal, clean, healthy, wholesome and filled with the joy of living.

Mrs. F. M. Hosmer, Director of Playgrounds, Auburn, New York, and President of the New York State Parent-Teacher Association, in speaking on *Play under Leadership*, said:

Years ago it was unnecessary to consider the recreation of the home. We stayed at home, played paper dolls, made mud pies and played house under the trees with the neighbor's little girl. We had our tea parties and our evenings were spent about the family table under the cheery glow of the oil lamp, playing parchesi, authors, tiddley-winks, jack straws and an endless line of homely games. We read stories and mother told stories, while the big boys made things and whittled boats and toys. There was singing around the piano and then we all went off to bed. Father, mother, big brother and sister and little children spent those happy hours together. But now they are gone and the family no longer lives in the big house at the edge of the town, with the big yard with its swing and sand box. Instead it lives in a street of small houses all crowded together, in an apartment with three bedrooms, living room, dining room, kitchenette and bath, with no place for the family to gather and no place for the children to play. The result is that each goes in his own direction, the boy to the pool room, the girl to the dance or motion picture, father to the club, and mother to the motion pictures, the younger children often being left alone at home.

Parents have lost the art of providing entertainment for the family group; they cannot answer the question, "What can I play?" or "What can I do?" The answer is, "Oh, go out and play." But such a reply leaves the child cold and unprovided with an incentive for creative play.

We must be resourceful, must be trained to the need of play under leadership. We must be able to tell Mary a game to play or show Johnnie a new toy to make. We must tell stories and sing songs with the children. We must direct their hours of leisure. Every summer we see this need of home directed play in the dearth of knowledge of the ordinary games of childhood on the part of the children on the playground. They do not know the simple traditional games that are natural to all children the world over. It all comes back to the training of the parent. We must have classes for parents if we hope to direct the games of the child. In these classes we must teach them games, stories, songs, handcraft, teach them to

provide a play place at home with a bookshelf and a toy box. But most important and best of all must be the emphasis on parents playing with their children.

Mrs. Morey V. Kerns, Philadelphia, in speaking on *Motion Pictures*, said:

The motion picture theatre has a great influence on community and family life. The whole family attends the picture from the baby to the father and the mother. The pictures are unsuitable to children and most of them mercifully sleep through the greater part of the program, but they are in a close, crowded public place, breathing foul air and getting improper rest. The Saturday afternoon picture show has become the day nursery, hordes of children spending the entire afternoon shouting and yelling at the pictures, making life miserable for the adults attending the show. They do not understand the pictures, they are getting the wrong ideals of life and are becoming a stunted group of children, mentally and morally. What is the parents' responsibility in this problem? They must see that proper play facilities are provided at home. They must keep the children out of the motion picture shows, banding together for the provision of laws making it impossible for children under a certain age to attend the evening shows and limiting the age for the afternoon pictures. They must see that the right kind of pictures are presented at special children's matinees. In other words, they must work for better conditions in the motion pictures and protect the children from the artificial and often injurious type of entertainment.

The whole problem of the attendance of children at motion picture shows goes back to the home and to the training of parents to accept responsibility as leaders and directors of the recreational activities of their own and their neighbors' children.

Miss Sarah B. Askew, State Librarian, New Jersey, in speaking on *Reading as a Form of Home Recreation*, said:

In the old days we had ample time for cultural development. We stayed home evenings and read about the living room table. Life was less complex than it is now and it was a simple matter to entertain the family group. The stories told to the children on a cold winter evening created a bond of friendship in the family.

It is not only the body that needs recreation—it is the soul as well. Re-create the child's soul, encourage his imagination through the realm of

fairy and folk lore stories. Teach him the games of old full of romance and give him the good old stories to read, good pictures to see and fill his life with beauty. Good books delightfully illustrated are expensive but not as expensive in the end as the tawdry, cheap, poor type of book. So give the child a Walter Crane picture book.

See that the child's life is filled with the clear, clean, beautiful things of life. If you fill a jar with clear, clean water, you cannot pour in sticky, dark molasses. Read to the child fairy stories—not true to life, to be sure, but true to ideals. Read him books about children of other lands, historical stories of our own country, animal stories and nature lore. This will open up a broad highway with many happy hours provided for. Every child should have his own bookshelf of well-selected books, added to each year so that it grows with him. Parents should have a knowledge of child literature which will guide them in the selection of the books. We should have reading classes for mothers. Last spring 250 mothers met for instruction along this line at Ocean City. Every community should have a reading and storytelling club with a definite course of study in children's reading and the selection of children's books.

\* \* \* \* \*

In the discussion which followed it was urged that there should be established mother play groups in all communities and the organization of mother reading and study clubs in cooperation with city libraries; that the cooperation of parents be secured in obtaining backyard playgrounds through the cooperation of city planning departments, departments of recreation and other groups dealing with the layout of cities. In conclusion the following resolution was passed:

*Resolved*, That this group, realizing the value of good reading as a part of vacation recreation, urges that those in charge of recreation in each community get in touch with the local library and plan a reading program for the summer for both parents and teachers.

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**Milwaukee's Objective.**—That no child in the city will be more than half a mile from a playground is the goal set by the park and playground officials of Milwaukee. Three kinds of play spaces are planned: (1) Those equipped with apparatus for small children; (2) playgrounds with small baseball diamonds and space for basketball; and (3) athletic fields with regular baseball diamonds, football fields and tennis courts.

## Children's Matinees

The article in the November PLAYGROUND regarding the children's matinees presented by the Highland Park, Michigan, Recreation Commission, has given rise to a number of requests for more information about the programs given. Miss Nina B. Lamkin, director of the matinees, has sent the following programs:

### PROGRAM No. 1

#### Part 1

Selections—*Violet Lady and Merry Jane*, by Junior High School Girls' Glee Club  
*The Princess and the Shepherd Boy*—a pantomime

*The Three Dancers*—a dance story

#### Part 2

Prologue—the story of the Snow Witch. *The Snow Witch*, by Constance D'Arcy Mackay.

#### Part 3

*Dancing Through the Ages*—a series of dances showing the types of dances of different periods

#### Part 4

Prologue—Story of Troll Magic. *Troll Magic*, by Constance D'Arcy Mackay

#### Part 5

Danish and Norwegian Dances

#### Part 6

*Alice Through a Postal Card*—a play of Japan.

### PROGRAM No. 2

#### Part 1

Selections by the High School Orchestra  
The Prologue to the Matinee  
The Prelude—*The Spirit of Childhood*  
The Rhymes of Nurseryland in Pantomime  
Interlude—*The Spirit of Childhood*

#### Part 2

The Prologue to Part 2

The Prelude—*The Spirit of Fairy Lore*  
A Story Dramatization—*The Pine Tree*  
Interlude—Selections by High School Orchestra

#### Part 3

The Prologue to Part 3

The Prelude—*The Spirit of Legend*

The Play—*Snow White and the Dwarfs*

#### Part 4

A Moving Picture Comedy

# Spring Lake's Memorial Community House

By

ADELAIDE B. HEILNER

*Trustee and Corresponding Secretary for Board of Trustees, Memorial Community House,  
Spring Lake, New Jersey*

On July 4, 1923, Spring Lake, New Jersey, dedicated its Memorial Community House made possible by former Mayor Oliver H. Brown, who gave the town the property for the house, valued at about \$40,000, and \$100,000 for the erection of the building. Mr. Brown later added to his original building gift in order properly to equip the theatre with seats and other facilities, grade the property and complete a number of other undertakings in connection with the house. A bronze inscription at one entrance states that the house was given in the memory of the citizens of this community who served in the World War and, as Mr. Brown frequently pointed out, this referred not only to the men who fought but to the nurses and all the men and women at home who helped.

The community house, designed by Mr. Frank E. Newman, a New York architect, stands in the center of a separate property surrounded entirely by streets. It is constructed of bricks, timber, and plaster in English style, and with its beautiful exterior of a contrasting brown timber, soft red bricks, gray plaster, and its many artistic chim-

neys, gables and cut stone work at the entrances, it is a constant inspiration to all who see it.

On the street level the house has three distinct units, each independent of the others in entrances and uses and so arranged that all can be used at once without any interference. As a re-



THE STAGE OF THE MEMORIAL COMMUNITY HOUSE

sult, seven distinct activities can go on within the building at the same time, without overlapping. Such an arrangement is an important item in the planning of any recreation building.

One wing of the building on the street floor is dedicated to the housing and use of the town's public library and is supported by the town, in accordance with the state library law of New Jersey. The library has a lofty and spacious reading room 25' x 40', with gallery surrounding the upper part, thus doubling the book storage capacity. Opening at one side is a charming reading room for children.

In a second wing is a beautiful and modern auditorium 40' x 54', complete in every detail, with an inclined floor and seating 480 people on the main floor and in the balcony. The seats, leather-upholstered theatre chairs of the best design, with hat holders, are numbered and arranged according to fire laws and theatre cus-



MEMORIAL COMMUNITY HOUSE, SPRING LAKE BEACH, N. J.

toms. There are a number of dressing rooms and a commodious stage 25' x 30', fully curtained and with the most modern stage lighting devices.

On the main floor there is also a very large and beautiful room known as the Oliver H. Brown Room, which was furnished by him as a reception or living room, about 24' x 46' in size. This room, paneled in dark oak, English style, was furnished by the donor with Oriental rugs, curtains, artistic furniture and a piano. A portrait of the donor is set in the stone work of the magnificent mantel over the open fireplace. The room is used at all times for conferences and meetings such as community chorus rehearsals, trustee and board meetings, weddings, receptions and flower shows. On several occasions it has been cleared to give additional dancing floor space. The office of the director, public telephone booths and similar equipment are also to be found on the main floor.

On the floor below the street level, but raised by the foundations and well-lighted and ventilated, is a large ball room or general Recreation Hall 40' x 54'. This room, which has a piano, is used for all the general dances and dancing classes, for dinners or luncheons for organizations, for athletic club meets and conferences, Boy Scout meetings, smokers and other uses. Adjoining this room and opening into it by a broad counter and long upsliding windows as well as doors is a roomy and convenient kitchen, fully equipped with hotel-size gas range, coffee makers, sinks and cupboards.

On this lower floor is the boys' room, a large room 25' x 40', opening at two double doors, which may be combined, if necessary, with the Recreation Hall, and having separate toilet facilities and an outside street entrance. This room has equipment for simple athletic games and there is also a modern pool and other game tables. Additional rooms on this lower floor include



THE LIBRARY OF THE COMMUNITY HOUSE

dressing rooms and toilets for both men and women, a small smoking room adjacent to the men's toilets and shower baths, furnace, coal and wood rooms (there are four open fireplaces in the house), a large boiler room or heating plant and a room for unpacking books, with a book lift going up two stories and also a lift from the kitchen to the woman's club pantry on the second floor.

Going back again from the lower floor to the street level, the visitor may take his choice of two broad staircases leading to the second floor of the house. One stairway ascends from the spacious entrance hall to a large foyer hall leading to the balcony of the theatre, to other dressing rooms and toilets for men and women and to the janitor's room and bath, centrally located at one side of the second floor and giving the janitor quick access to all parts of the building. All bells have connection with this apartment.

By passing from this hall into another (or by ascending the second staircase) the visitor reaches two splendid, large rooms, one above the public library, the other over the donor's room and director's office. These rooms are outside rooms, occupying the two different wings, yet having entrances with double doors so near each other (being divided only by a common hall at the top of the stairs) that they may be jointly used by organizations for dances, card parties and similar events. The rooms have windows on three sides and contain open fireplaces.

One of the rooms known as the Woman's Club Room—25' x 40'—was planned and arranged by the donor for the Woman's Club of the town—a live organization of 265 women. While the Woman's Club has furnished the room and controls its use, it permits all women's organizations and often other clubs to use it. A very fine Steinway concert grand piano stands in this room.



POTTER ROOM, MEMORIAL COMMUNITY HOUSE

The second room, named by the donor as the William H. Potter Room, was furnished by a local woman who gave \$1,000 in memory of her brother, William H. Potter. It is used in turn by the American Legion, Camp Fire Girls, the Dramatic Club, which produces plays every six weeks, the Community House Association and all other committees and organizations who may apply. It is similar to the Woman's Club Room, being 25' x 40' in size, with open fireplace, easy chairs, leather divans, tables, lamps, Windsor chairs, books, magazines, rugs, curtains and a phonograph.

The third floor is reached by another fine stairway. Here is located a modern and commodious moving picture booth, properly placed for the theatre stage work and for the moving picture entertainments which occur nightly during the summer and fall when the theatre and stage are not wanted for community uses. On this floor is a large storage attic, and closets are also provided on each floor of the house for brooms, mops, buckets and for the use of files and other equipment of the different organizations using the building.

The house is governed jointly by a board of seven trustees and a Community Council made up of active citizens of the town who are interested in the work. Immediate supervision of the house and its activities is in charge of a salaried and trained director.

The activities conducted in the house are varied and numerous, among the principal ones are the following: Public Library, American Legion, Boy Scouts, Camp Fire Girls, Community Chorus, children's story hour, girls' sewing classes, dancing classes and Dramatic Association, Athletic Clubs, Woman's Club, Hallowe'en and other holiday celebrations.

In addition to these are many organization activities such as: Hospital nurse commencements, dancing class exhibitions, Garden Club flower shows, lectures on trees and gardens, County Historical Association lectures, Colored Methodist Church entertainments, Civic Improvement Society meetings, large gatherings on Defense Day and for observation of President Harding's death, political meetings, concerts and lectures, dramatics for different purposes, observation of National Garden Week, observation of National Book Week and moving picture entertainments.

The expenses of this community house are met from the income of a carefully invested Endow-

ment Fund contributed by interested citizens of Spring Lake and from the proceeds of various special entertainments given throughout the year to aid this maintenance fund.

The house has now been actively functioning for one year and a half and the budget is about seven thousand dollars. Very satisfactory work has been accomplished. The Playground and Recreation Association of America is helping in the development of the work.

## Magazines and Pamphlets Recently Received

*Containing Articles of Interest to Recreation Workers and Officials*

### MAGAZINES

*The American City* November 1924

Memorial Auditorium at Amarillo Serves Many Organizations

A 25 Acre Park for Florence, S. C.

Park Improvements Without Increased Taxes

Are You Behind the Movement for Adequate Playgrounds? By Walter B. Evans

More Money for Recreation Means Less Money Needed for Reform Schools

*The Nation's Health* November 1924

Teach Health Games to Children Waiting in Clinics  
By Fannie M. Whitman

*Red Cross Courier* November 22, 1924

European Children Knew No Play; Thought Ball Was Bomb

### PAMPHLETS

*Publications Available September 1924 from the Bureau of Education. May be secured from the Government Printing Office, Washington, D. C.*

*Summer Recreation Report 1924*—Pontiac, Michigan (Mimeographed)

*The Durant*

A pamphlet telling of the plans for the erection of The Durant, a health promotion and recreation center for the exclusive use of women and girls, Boston, Mass.

*Regional Plan of New York and Its Environs*—Second Report of Progress February 1923—May 1924

May be secured from the Committee on Plan of New York and Its Environs 130 East 22nd St., New York City

*Manual Arts in the Junior High School*

By William E. Roberts

This pamphlet issued by the Bureau of Education may be secured from the Government Printing Office, Washington, D. C.

*Schools for Adults in Prisons 1923*

By A. C. Hill

This interesting pamphlet contains a chapter on the reformatory value of recreation by R. K. Atkinson Bulletin, 1924 No. 19 U. S. Bureau of Education  
May be secured from the Government Printing Office Washington, D. C. Price 5c

*Responsibilities and Opportunities of a Real Estate Board*

By J. C. Nichols

Published by the National Association of Real Estate Boards 310 South Michigan Ave., Chicago, Ill.

*Resolutions passed by Motion Picture Producers endorsing the work of Will Hays*

May be secured from Motion Picture Producers and Distributors of America, Inc.

522 Fifth Ave., New York City

*Smith Memorial Playhouses and Playgrounds*, 100 Lombard Street, Philadelphia, Pa.

# Legislation for Parks and Recreation Spaces\*

By

EDWARD M. BASSETT

*Director, Legal Division, Regional Plan of New York and Its Environs.*

## PLAYGROUNDS, PLAY-PARKS AND SCHOOL YARDS

Advocates of playgrounds have pressed the word "playground" to the front. Thus they have succeeded in spreading the playground idea. They have not been concerned with the legal quality of the land. If they could procure land to be set aside for play, they have not cared to enter into an analysis of the difference between parks, school yards, association play fields and community-owned private playgrounds. They designate all places "playgrounds" whether small parks, street plazas, areas set aside in large parks, roofs of buildings, school yards and rented lots, if only they are set aside for use as public playgrounds. This paper, however, deals with a legal and statutory problem. The word "playground" is too indefinite. It does not express the legal quality of the land. We need a word which will mean a plot of land permanently open and permanently available for play.

The word "park" is the right word from the legal and statutory point of view. We cannot, however, use this word for this purpose without confusing many readers. Although a park in the legal sense is nothing more than a plot of land set aside for recreation and is just as much a park whether it is planted or not, yet many consider that the planting is the essence of the park quality. They know that a grove of trees is commonly called a park and that a street has a parked space when a central strip is planted. This is probably the reason why playground association reports and literature feature the word "playground" and avoid the word "park."

Between the Scylla of the word "playground," which has no legal definition in relation to the land, and the Charybdis of the word "park" which is commonly understood to be a landscape or

planted area, perhaps safety lies in using in this paper a special word "play-park." This is done merely for clearness and to avoid circumlocution and repetition. Dozens of court decisions have defined parks, but none has defined playgrounds. There is a permanency to a park that does not yet and probably never will belong to a playground. A park can only be used for recreation purposes, and one of the main recreation purposes is the playground purpose.

"Street" and "park" are not only definite terms but statutes in all the States have given them a protection not thrown around other municipally-owned lands. A municipality cannot alienate streets or parks without the consent of the Legislature, but it usually can sell its sites for public buildings at will. The same is true of playgrounds if they are not parks. A municipality cannot at will use the bed of a street for a public building nor a park for anything but recreation. But it can use a fire house site for a court house or a playground (if not a park) for a school. A municipality can obtain a street or park by dedication, but not a site for public buildings, nor a playground (unless a park). The title of this paper would be more correct if it were *Getting Neighborhood Parks Before the Land Is Built Over*. It would not even be precise legislation to provide for neighborhood parks *to be used for play purposes*. Simply to provide for neighborhood parks accomplishes exactly what is wanted, secures the protection of existing statutes regarding the sanctity of parks, allows the spaces to be used as long as desired for playgrounds and yet gives the municipality full opportunity to adorn them in whole or part by planting if the need of the neighborhood requires.

The charter of Greater New York recognizes the fundamental difference between streets and parks on the one hand and sites for public buildings on the other by prescribing one procedure for acquiring streets and parks, and another for

\*This discussion was prepared in connection with the work of the Regional Plan of New York and Its Environs on the general subject of playgrounds. It is not intended as a final report on the field discussed. Part of the paper was presented at the Recreation Congress, Atlantic City, October 18, 1924, and the whole is now printed for the first time.

acquiring public building sites. The charter establishes an official city map which must show streets and parks, but does not show sites for public buildings because they are not considered permanent. The boundary of every public street and park depends on a resolution of the board of estimate establishing or amending this official city map. The first step in obtaining a public street or park is a resolution of the board of estimate altering the official city map by showing the street or park.

The playground argument has undoubtedly met with larger acceptance through the use of the word "playground" instead of "park" during campaigns for the acquirement of play-parks. But it is noticeable that permanent playgrounds when obtained are always officially called parks. It is the Jacob Riis Park, the Seward Park, the John Jay Park and the Betsy Head Park. Moreover the cost of streets and parks can usually be assessed on an area of benefit but not the cost of playgrounds (when not parks). The charter of Greater New York gives no procedure for assessing the cost of land for public buildings or playgrounds.

Some one will say, "Why all this analysis of parks and playgrounds? Get ample school sites and the problem will be solved." True it is that if ample school sites could be reserved before the land is built over there would be less need for neighborhood play-parks. There are, however, fundamental reasons why this is impractical. One of these is the legal quality of the school site. It is land taken for a public building. Its cost cannot be assessed on an area of benefit. It can be sold at the will of the municipal administration. Boards of education can hardly obtain appropriations for schools and sites when actually needed. If the cost of ample play areas cannot be assessed on an area of benefit, it is out of the question for the board of education to get enough money out of taxes or bond issues to buy and reserve them for future use. Without at all disparaging the wisdom of procuring ample school sites before the land is built over, there seems to be no broadly workable method of solving the playground problem in this way.

The conclusion is that neighborhood play-parks are what should be the object of this report. A play-park is a park. Moreover it is the kind of playground that municipalities should get before the land is built over.

#### PRESENT MISMANAGEMENT

Nearly all municipalities are, like Greater New York, mismanaging this matter of reserving play-parks. Play-parks seem not to have been thought of in Greater New York until extreme congestion in tenement house districts caused the city to employ city funds to tear down expensive buildings and produce at enormous cost play-parks like the Jacob Riis Park and others in crowded Manhattan. If the cost of these play-parks had been proposed to be assessed on an area of benefit, they would never have been established. The land for the Betsy Head Park in the Brownsville district, Brooklyn, was assessed on an area of supposed benefit and the buildings and appliances were paid for out of the Betsy Head bequest. The assessments, however, were so onerous and were spread so far from the park itself that they were the cause of much dissatisfaction. They were undoubtedly spread beyond the actual area of benefit. The Williamsburg Park, Boerum and Lorimer Streets, Brooklyn, was placed on the city map in 1917, the area of assessment was fought over for two years, the cost of land (about two acres) and buildings (to be destroyed) was \$439,247, or over \$200,000 per acre, and the buildings, although owned by the city for four years, are still standing. About \$100,000 was assessed on a so-called area of benefit. The assessment of even this fraction was extremely burdensome. An acre of land in the rapidly building parts of Queens and Brooklyn can today be bought for from \$4,000 to \$10,000. The city of New York omits the planning of play-parks until the land is built over, and then tears down buildings to obtain them. This makes the cost so excessive that property owners in the neighborhood are in constant fear of assessments for such play-parks, and when they hear that one is to be acquired by the city and the cost assessed on an area of benefit, they usually organize to oppose it. Then officials blame the taxpayers because they are not more progressive, when the real trouble is that the city has neglected to reserve play-parks before the land is built over, and when it is too late, tries to make unfortunate land-owners pay the value of both land and buildings. The city does not lack experience. It paid enormous sums of city money for the Manhattan play-parks in congested districts where buildings were torn down. The governing bodies are constantly pressed to acquire more playgrounds in localities already built. But although they know that houses will later be destroyed to provide play-

parks, successive administrations do nothing to secure play-parks in the outlying districts before the land is built over. The city seems to be no nearer the simple and economical remedy than it was in the days when the Five Points existed.

The first step by the city in procuring a play-park is for the Board of Estimate to change the official city map by showing the location of the play-park and its boundaries. Later the play-park can be obtained by cession or purchase or acquired by condemnation. Hundreds of miles of streets not yet acquired are shown on the city map, but almost no play-parks. As houses are built further and further out, the streets are opened and improved but no play-parks are reserved. The official city map is an actual invitation to build up every lot. Then later when the locality is entirely built a demand arises for play-parks which can be supplied only by tearing down houses.

Many developers and builders deplore this condition and would gladly devote some of the land to play-parks, but they are helpless in the matter. If one developer preserves a play-park, his neighboring developer will omit one but will get a better price for his houses because there is a play-park near by. The generous builder loses and his neighbor profits. It is much the same case as when a generous builder sets his house well back from the street line, hoping that his neighbor will do likewise, but his neighbor builds up to the street line, pocketing the house of the first builder and opening windows on his front yard. The individual is helpless if the community does not discover and enforce a comprehensive and uniform plan. Builders willingly conform to zoning requirements because they apply to all builders. Developers will more willingly conform to play-park requirements if they apply to all developers.

The shortage of building during the war and the later artificial stimulation by tax exemption brought about the recent remarkable era of house construction in outlying Greater New York. Square miles of homes have been built in the boroughs of Brooklyn and Queens without any provision whatever for play-parks. Street after street is staked out and every lot built upon. Play-parks are actually more completely omitted in the rush to get up houses than they were fifty years ago.

While cities are doing so little to provide play-parks, the need for them is increasing. Automobile traffic is making the streets more danger-

ous for children. The high cost of construction has diminished the size of rooms and the number of rooms per family. Although zoning ordinances are to some extent preventing close construction, other causes are crowding small homes on 20-foot lots where ten years ago a 30 or 40-foot lot would be allotted to a house. Rear yards of ordinary one and two-family houses have grown smaller and are occupied by small garages. There is no room for children except in the streets.

It cannot be doubted that a way should be found to obtain play-parks before or simultaneously with the upbuilding of a neighborhood. Neither can it be doubted that there is almost no progress in this respect in Greater New York and many other cities. The assessment plan is not employed to obtain play-parks before the neighborhood is built over, and if employed after it is built over, the cost of land and buildings is so great that property owners oppose their purchase and resist the assessments. What is needed is an automatic plan that will produce play-parks as inevitably as streets are produced. Developers must have streets or there will be no access to their houses. The time has come when playgrounds are almost as necessary as streets or street utilities, but cities have not yet discovered a practical way to get them.

#### DIFFICULTIES OF THE PROBLEM

If a city needs to reserve playgrounds before the land is built over, why does it not buy them? This is a plain question and it proposes the simplest possible method. The trouble is that it almost never brings actual results. Here are some of the reasons. A growing city needs a water supply, schools and public buildings. The need is immediate and constantly increasing. In Greater New York city-built rapid transit lines must be paid for. The constitution of the State of New York prohibits cities from incurring indebtedness greater than 10% of the assessed value of their real estate. The debt limit prevents rapidly growing cities from supplying all the utilities that voters think are needed. Let a petition be submitted to the ordinary local legislature for an appropriation for play-parks in the outlying districts ahead of the advance of building and immediately some officials say that they cannot possibly get the money, that the city is already nearly up to its debt limit, that schools, water supply, public buildings and rapid transit are needed more, that the land proposed to be

taken is paying taxes and it should not be withdrawn from taxation until actually needed, and that farms and truck gardens will be cut up prematurely. There seems always to be a good reason why the purchases must be postponed.

Then always comes the question "Why not assess the cost on an area benefited?" This is the sensible thing to do, but it is difficult or impossible to apply it to secure play-parks before the land is built over. Home builders in new sections must have streets and sewers. Later they must have pavements and sidewalks. Their land is assessed for all these things and they think that they have all the assessments that the land will stand. A petition of home builders to be assessed for a playground before the land is built over is almost unheard of. If officials should press it at this time, the chances are that the proposition would be met with organized resistance. Under the charter of Greater New York if the owners of more than one-half of the land to be assessed protest, the court cannot consummate the condemnation. Moreover, officials are kept sufficiently busy trying to get taxpayers what they want without forcing on them what they do not want.

Many experienced developers would gladly assent, but it would rarely happen that the assessment district could be laid out so as to include one development and no more. If the assessable benefit did not extend beyond the single development, the developer would be quick to cede the play-park and thus avoid the expense of condemnation. But the assessment district always includes the lands of other owners and usually they oppose. As a matter of fact, assessment play-parks in Greater New York are never started or established by officials while the neighborhood is actually building.

Postponement of assessments is sometimes urged as an inducement to landowners to petition for immediate city expenditure. If the payment could be made five or ten years later, it is suggested home owners would be better able to pay.

The Greater New York charter was amended in 1915 to provide that all assessments for benefit can be paid one-tenth each year for ten years, if the assessment is more than 3% of the assessed value of the land, and that the installments do not become a lien on the land until payable. This plan, however, has brought little alleviation as conveyancers always provide in contracts of sale that the vendor must pay all non-matured installments.

If difficulties prevent the city from providing play-parks either out of the city treasury or by assessments for benefit, no way is left whereby the city can get ownership except by the land-owners ceding or dedicating the play-park to the city. Even here the difficulties do not disappear. No cession can take place and the city will not accept a dedication unless the official city map is changed by the vote of the Board of Estimate to show the proposed play-park. As the city will assume certain responsibilities in the ownership of the play-park, the city engineer and other officials will properly scrutinize the plan and possibly require changes. Delays of this sort, however, will be of small account compared with the economic disadvantage of the donor of the play-park. After it is ceded or dedicated it will be open to the public. The donor's contiguous competitors can undersell him because their houses will have all the advantages of his own, and they will pay no part of the gift to the city. Indeed they may have more advantage, because houses a block away from the play-park may bring a higher price. Home buyers often do not like to front on a play-park.

One way is left. The developer can lay out a play-park without asking to have the official city map changed to show it. Deeds to his grantees may covenant that the play-park will be kept a permanent open place for the benefit of all owners in that particular development. Such a covenant creates a private easement over the play-park in favor of each owner. After the developer has sold all his land, such a play-park is usually kept up by an association of the home owners. This plan has the advantage of securing the benefits of the play-park for the owners within that development and keeps it within their control. Few developers are farsighted enough to adopt this plan. It is, however, increasingly becoming known that the development area will ordinarily sell for enough more to pay for the land set aside for the play-park. This plan, however ingenious and practical, is not likely to be adopted voluntarily by many. Owners of small developments will not adopt it. Most large developers will prefer to use their entire tract, apart from streets, for building lots.

#### GROPING FOR A SOLUTION

During the last ten years state legislatures have gradually and progressively been requiring the filing of plats in the official recording offices. This movement came about because developers would

prepare plats that did not harmonize with existing streets, file them in recording offices and then sell lots by reference to these recorded plats. Often the streets on these private plats were too narrow or were culs-de-sac. They prevented sane city planning. Cities frequently declined to accept cessions or dedications of such badly designed streets, but after houses were built the cities had to make the best of a bad situation and usually the authorities submitted, built sewers and grudgingly adopted the misfits as streets.

The charter of Greater New York was amended in 1916 to provide that no plat could be filed in a county register's office unless it bore the written approval of the Board of Estimate or its engineer. This approval is not given unless the plat conforms with the official city map. There is nothing, however, to prevent a developer making a private plat that does not conform to the official city map, refraining from filing it in the register's office and thus granting lots to uninformed purchasers on non-existing or improper streets. To prevent such practices some states have prohibited the delivery of deeds until the plat was officially approved and filed, and have made the violation a misdemeanor. Is this prohibition enforceable? Probably not, if dedication is compelled. No case has been reported that has gone to the higher courts. Landowners usually comply with such a law. If they do not, officials try to settle the case in some way without entering into a litigation on constitutionality. In the first place compulsory filing of a plat, followed by delivery of deeds, constitutes an offer of dedication of the streets shown on the plat. Compelling dedication is equivalent to taking private property for a public use without compensation, and is unconstitutional.

A word regarding dedication will not be out of place. Streets and parks can be created by the landowner offering to dedicate and the municipality accepting the dedication. Any act of the owner which clearly shows his intention to throw out the street or park for public use is an offer of dedication. Preparing and filing a plat showing streets and parks, and then making deeds disposing of all the lots shown on the plat would constitute an offer. Sewering or paving by the municipality, or the performance of other acts of domination would constitute an acceptance.

Keeping in mind the dangers of legislation which compels dedication, we are prepared to doubt the enforceability of more radical laws which some states have passed. Some prohibit

deeds containing descriptions by metes and bounds. Some require that the owner must annex a declaration of dedication to the plat before filing. Some require a fraction of the land, usually about one-tenth, to be set aside as parks and dedicated.

Some officials will say that these methods result in getting streets and parks without purchase and therefore are justifiable. No compulsion by statute is justifiable which is not enforceable in courts. Citizens do not want to litigate with the municipal law department, and so they often comply with unenforceable laws, but this does not justify such laws. In lawmaking the end does not justify the means. Sooner or later laws not enforceable by the courts will be ineffective, and in the meantime they inculcate suspicion of the fairness of legislators.

The attention given throughout the country to legislation which endeavors to prevent buildings except on officially approved streets, and which latterly tries to compel the dedication of streets and parks, shows that we are on the threshold of a period in which the community will try to compel developers to produce play-parks as well as streets before the land is built over. Thus far an effective and lawful method has not been found. Is there one?

#### A SOLUTION BY THE POLICE POWER

It would be competent for a municipality to draw on its treasury to acquire streets. But this would be absurd because building lots are useless without streets and therefore the cost of acquiring streets is properly assessed on the abutting lots. Sensible developers do not wait for the slow and expensive process of condemnation and assessment. They usually own the bed of the streets as well as the building lots and so they either cede or dedicate the streets to the municipality and then the abutting lots have the full use of them.

Moreover, in order to obtain streets it is not necessary to compel a landowner to cede or dedicate them. Usually in the course of time they fall into city ownership. An assessment street will cost the owner more than if he dedicates, so he dedicates. But he cannot be compelled to dedicate. Direct compulsion is the same as a taking, and his land cannot be taken for a public purpose except on payment. Sometimes the developer is not willing to dedicate. It is his right to refuse. All he has to do is to write on his plat that the streets are to remain private property and insert

a clause in his deeds reserving the ownership of the streets. However, when he sells off the lots under this plan each grantee has an easement over the street to use it for street purposes. This does not make it a public street, but merely a strip of land over which many persons have private easements of access. The value of the street to the developer has evaporated in the process, and if the municipality cares to acquire it by condemnation he will be awarded only one dollar nominal damages. Private streets usually become public streets in course of time because the abutting owners get tired of paying for new street surfaces or going without public sewers.

Accordingly a lawful and effective way to obtain public streets without purchase with public funds and without levying assessments would be the following:

(1) A state enactment should be passed providing that before a developer sells his land in building lots or erects buildings he must prepare a plat, obtain its official approval and file it in the public recording office.

(2) This law should provide that if he so desires he can both by notations on the plat and by statements in his deeds withhold dedication.

(3) In most cases he would not care to withhold dedication, but where he did his grantees would own easements over the street, and after all the lots were sold the developer would have only a nominal value in his ownership, and the municipality could take the street by condemnation, paying only one dollar to the developer, and levying no assessment. To avoid condemnation the developer, when the time came, would undoubtedly be willing to cede the street to the municipality.

The stumbling block until recently was to find a lawful basis for requiring official approval and filing of the plat. The courts now show a tendency to uphold approval and filing as a valid invocation of the police power. The justification proceeds on the principle that it is a protection to the health, safety and general welfare of the municipality to have open ways in front of houses, as they supply light and ventilation, make sewers and other utilities available, and allow access of fire-fighting apparatus. Therefore the municipality can lawfully insist on a proper width of such open ways, and also on their correlation with other streets. It will be noticed that there is nothing in this requirement that compels dedication. It is regulation, not a taking. An open strip must be reserved of a certain width in a

certain place, and the landowner can cede or dedicate or refrain from either if he wishes. If, however, he deeds away his lots, the open way sooner or later becomes a public street.

Neighborhood play-parks can lawfully be created in substantially the same way. Existing statutes aiming to produce play-parks are wrong in two particulars. First, they compel dedication. Second, they require setting aside one-tenth (about) of the land for play-parks where the development is greater than ten acres (about). It has been shown that compulsory dedication is unconstitutional, and that a sufficient result can be obtained by allowing the developer to withhold dedication. Some experienced developers are convinced that it is not necessary to omit small developments from the requirement. A development of only one acre would provide seventeen lots 20' x 100', and a play-park containing 1.7 lots would be useful for small children.

The difficulties seem insurmountable if play-parks must be set aside in large developments and not in small developments. It would be discriminatory and the courts would probably set such a requirement aside on this account. If, for instance, owners of developments of more than ten acres are compelled to set aside a play-park, the owners would be inclined to file a plat of nine acres in the name of one corporation, and nine more in the name of another, never filing a plat of more than ten acres and never setting aside a play-park.

Here then is a lawful and probably effective way to obtain play-parks without purchase with public funds and without levying assessments:

(1) A state enactment should be passed providing that before a developer sells his land in building lots or erects houses he must prepare a plat showing play-parks comprising at least one-tenth of the land, obtain its official approval and file it in the public recording office.

(2) This law should provide that, if he so desires, he can both by notations on the plat and by statements in his deeds withhold dedication of the play-park.

(3) Often he would thus withhold dedication so that the play-park would be private in the sense that only the grantees in that particular development could enjoy it. Each such grantee would own an easement over such play-park to use it for play purposes. After all the lots were sold, the developer would have only a nominal value in his ownership and would usually trans-

fer such rights to an incorporated neighborhood association, which would keep up the play-park. If, however, the municipality proceeded to acquire it by condemnation, it would be called on to pay only one dollar or a nominal consideration and there would be no assessment. The chances are, however, that the municipality would not move to acquire it by condemnation until the incorporated neighborhood association found that it was better and more economical to let the municipality supervise it than to do it themselves. Then the association would cede it as a play-park to the municipality.

(4) If dedication were not withheld then the play-park would at once become public property on the mere acceptance of the dedication.

#### THIS SOLUTION NOT FREE FROM OBJECTIONS

There are many plain objections to this proposal. It is easier to show the objections than to show a different plan that will produce better results. Among the objections are the following:

This plan will not produce a scientific arrangement of play-parks. They will not always be in the right places. They will not always be adapted to the density of population or to the character of the neighborhood. Some localities are devoted to business or industry and why require play-parks? Many small play-parks will be created whereas a few larger ones might be better. Difficulties will arise in their supervision because the expense of supervision may be too great for a small play-park. They will not always be proportioned to the needs of younger and older children. These shortcomings are so important that they must not be overlooked. But the main thing is to get a plan that will actually produce play-parks before the land is built over and that will operate automatically to create play-parks at the right time as inevitably as streets are created.

As against such a plan which would undoubtedly produce play-parks, it is quite easy to outline a plan that is much more scientific but unfortunately not effective. Here is one:

(1) Every municipality should establish an official map showing long in advance of actual acquirement its main thoroughfares.

(2) Before actual upbuilding the official map should show secondary streets and play-parks carefully located on the advice of engineers and the planning commission. The streets should gradually be obtained by condemnation, cession

or dedication. The parks should be purchased before the land is built over.

(3) If the constitutional debt limit or other reasons prevent the purchase of parks outright, then their cost should be assessed on an area of benefit.

Which is better,—the compulsory plan based on the police power, but having some unavoidable defects, or a strictly scientific plan that probably will not produce many play-parks?

It must be admitted that the acquirement of play-parks is increasing, especially in some cities having administrations of unusual initiative. Energy of one administration in this direction is apt to be followed by neglect or opposition in the next. Advocates of play-parks are convincing officials of their need but that is not enough. The situation has some resemblances to the period antedating building zoning. Some degree of prevention of out-of-place buildings could always be secured or forced by officials. It meant constant watchfulness, negotiation and litigation, and even then the results were almost negligible. It was not until the automatic plan now called zoning was established that results came quietly and inevitably.

The perfect method of getting play-parks would be for landowners to contribute play-parks scientifically laid out on the official city map. There is no more reason why play-parks should be paid for by the city treasury and presented to building-lot owners, than that streets should be so bought and presented. The platted land should furnish its own streets; it should also furnish its own play-parks. If assessments for benefit could be levied at the right time, i. e., when streets are dedicated, and the assessments could be made with exact fairness and without expense, this would be the same as a free contribution of the play-parks pro rata by the landowners. But can these requirements be fulfilled? The taking and assessment cannot in practice be far ahead of development. Officials hesitate to withdraw land from taxation. Farmers oppose the premature cutting up of their land and being forced to pay assessments which usually include legal and clerical costs. If, however, the taking is not quite a while before development, it always lags behind the development, usually until actual congestion appears. It seems impossible to take and assess simultaneously with development. Assessments can never be made with exact fairness. Awards are usually too high and the distribution of the

*(Continued on page 609)*

# “New Addition” Playgrounds in Houston, Texas

By

CORINNE FONDÉ

*Executive Secretary, Houston Recreation and Community Service Association*

Houston real estate companies are coming to the front in the movement that is spreading over the country to set aside in all new additions or subdivisions an area for play and recreation purposes. They are realizing in the language of Mr. Crain of the Crain-Ready-Cut-House Co., that “a house, a lot and a garage is not all there is to a home. It is of vital importance that the surroundings be such that they will contribute to the development of the children.”

Mr. Crain partially demonstrated this principle when, in his Cherryhurst Addition, he equipped one block of ground with play facilities including tennis courts and a community house which was temporarily used as the local office of the company. This playground Mr. Crain afterward sold to the city at a price that represented a substantial gift on the part of the company.

But in the development of Southside Place Mr. Crain is expressing a larger vision. Here he is building a playground which the deed of each lot sold provides shall be “reserved as a permanent park and playground.”

The following clause outlines the agreement in detail:

(k) BLOCK EIGHT (8) is reserved as a permanent park and playground for the exclusive use and benefit of the property-owners of this Addition, and the property-owners of adjoining property which might be developed and sold by the vendor named herein, or its successors or assigns, the same to be maintained as such at the expense of the owner until one-half of all the lots in the Addition are sold, after which the owner shall not be liable for any part of such expense; and in the event one-half of the lots are sold prior to January 1, 1926, the owner agrees to maintain said park and playground until that date, after said date the same will be maintained by the property-owners out of funds hereinafter provided for. When one-half ( $\frac{1}{2}$ ) of the lots in the Addition are sold, the owner agrees to deed the park

and playground to an association composed of the property-owners of this Addition and they are to maintain and operate the same as such, in accordance with by-laws to be drafted by said property-owners and the vendor mentioned herein. The vendor and property-owners shall be entitled to one vote for each lot as per plot of record owned in said Addition in the organization and maintenance of said association.

*The purchaser of each building site, at the time purchase is made, will execute his non-interest bearing note for the sum of fifty (\$50.00) dollars, payable in installments of ten dollars (\$10.00) each year, beginning January 1, 1926, and a like amount on the first day of January each year thereafter until the full amount has been paid. The proceeds of said note are to be used for the maintenance, after January 1, 1926, of above mentioned park and playground and the streets and public utilities in said Addition, save and except those public utilities owned and operated by municipalities, or persons and corporations engaged generally in such business, in keeping with by-laws of above mentioned association of property-owners. It is agreed and understood that said fifty (\$50.00) dollar note shall be secured by a vendor's lien against the lot purchased, but said lien shall be subordinate and inferior to the vendor's lien retained in the sale of each lot, or any lien which may be given for improvements on any lot.*

Here Mr. Crain is doing some pioneering for the City Recreation Department at whose request he is including a swimming pool, a running track and a fence around the playground—three features which none of the city's playgrounds yet have. The playground is being built simultaneously with the division of the property into lots, construction of streets, and similar features. This Summer, before Southside is a community, the facilities in this playground will be used by playground groups, Girl Scouts and other groups,

the playground children being taken out in the Department truck for special swimming and track instruction. Permits for the use of the concrete tennis court—there being just one other of the kind in Houston—will probably be issued by the Department.

Eventually, when this Addition is taken into the city limits, Mr. Crain anticipates the deeding of it by the property-owners to the city for permanent care and maintenance and supervision as a city playground.

And the Crain Company is not the only company in Houston beginning to take far-sighted action with regard to play space in new additions.

In his beautiful new Southampton, Mr. E. H. Fleming has set aside 2½ acres which he is offering to deed to the city for playground and park use on condition that the city develops it for this purpose. The Varner Realty Company has provided in its three boulevards in East Norhill, North Norhill and Norhill Addition proper for a widening into ovals 100x250 feet that will serve as small parks or little children's playgrounds, and in addition this company built a baseball diamond for the Recreation Department on property joint-owned by the company and the city; afterwards deeding their property to the city on condition that certain city improvements be made in that district. Other companies are putting up a small amount of playground equipment temporarily; some are setting aside temporary areas sufficient for baseball diamonds and tennis courts, and still others are contemplating making such facilities permanent—a policy which eventually they will all find to be good business as well as good civics.

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**A Coming Celebration**—The State of New York in the last Legislature appointed the Erie Canal Centennial Commission to arrange a celebration in honor of the opening of the Erie Canal in October, 1825. The original opening was marked with enthusiastic demonstrations from Buffalo to New York. A fleet of splendidly decorated vessels carrying the notables of that day moved through the waterway from Lake Erie to the Atlantic Ocean, and at every city and village along the route local celebrations in the form of receptions and pageants were held.

It has been suggested that the plan of ceremonies of a hundred years ago be followed as far as is possible, with necessary additions in historic features and modern developments to bring the Canal history down to date.

## Among Local Leaders



CORINNE FONDÉ

With her years of experience in settlement work in New Orleans and Houston, Miss Fondé brought to her task as Executive Secretary of the Houston Recreation and Community Service Association unusual knowledge and experience. She now directs and has helped to build up one of the most complete and far-reaching recreation systems in the country. Playgrounds, community music, dramatics and pageantry, athletics for young and old and institutes for training play leaders, are some of the activities of the department. One of the most significant features of the program has been the linking-up of the playground to the home through regular visits of playground workers to homes in the neighborhood. Another is the work of the Bureau of Neighborhood Coöperation with a leader whose sole function is to keep in touch with neighborhood and community groups.

### **A Working Museum for Country Children**

—A children's museum in a rural community on Long Island has been established in what was once a poultry house. Its pointed roof and cross beams provide a very satisfactory place for holding owls, hawks and other high-perching birds. A country wood stove gives warmth and cheer. Long tables, with glass cases, fill the middle section, and a zinc-covered table long enough to seat twelve or fourteen boys serves for conferences and for the work of mounting, which is done by Boy Scouts. The success of the undertaking is attributed to the homeliness of the building and surroundings. On Saturdays a hot dinner is served to the boys in their own museum.

# Recreation and International Good Will— a Practical Demonstration\*

By

GEORGE J. FISHER, M.D.

*Deputy Chief Scout Executive, Boy Scouts of America*

I do not know when I had as great a thrill as I had during the past summer, when I saw six thousand Boy Scouts from all over the world, camping together for an entire week.

Four years ago Sir Robert Baden-Powell, the founder of the Boy Scout movement, instituted what he called an "International Jamboree." He brought together a good many thousand Scouts in the vicinity of London, and they had a great many interesting exercises. And so it was determined, upon the basis of that experience, that they would repeat it in various ways, every four years. The second of these quadrennial jamborees was held in beautiful Copenhagen.

Just fancy a great plain of thirty acres, surrounded by a wonderful forest, a forest in which Kings and Lords have hunted and which is still reserved! We saw two hundred deer in one herd. That was the setting of that wonderful camp. As I looked down that great plain and saw the flags of thirty-three nations floating in that perpetual breeze, fanned by the nearby sea, I was stirred as I thought of the possibilities of really living out the thing that all of us are hoping for—that International Brotherhood that must, after all, be based upon mutual respect and mutual acquaintance.

Now, this camp was very interestingly arranged. Each country was limited to forty-eight boys. If they had more boys, they were given other parts of the camp in which to have their delegation. But a plot, about a hundred feet square, was allotted to each nation that decided to enter into the competitions of the jamboree. One of the conditions was that they must bring their own camp equipment from wherever they came and also must erect it and live in it and provide, or rather cook, their own food.

Our boys, in building the camp, thought they would try to demonstrate different ways of camping. Here were four tepee tents. Here were four

foresters' tents, pyramid in shape with a little hood in front which collects the heat and throws it back into the tent. Here were four wall tents and then the little "pup" tents.

When the boys arrived, all they had was this lot and the big flag-pole, which they had to erect themselves, and the first competition was to get the tents up very quickly. They were to imagine that a storm was coming. In fifteen minutes our lads had their "pup" tents thoroughly put up so they would stand the rain, their ponchos down and their blankets all ready. They were given a tie for first place. Then they secured a tie for erecting the whole camp. All of the Scouts were given three hours in which to erect their permanent camp, and our boys did it in about two hours and a half. They had trek carts and everything was in the six or seven trek carts. They wheeled them on to the plot and then you saw the camp going up in marvelous fashion, including the great flag-pole. Next came the ceremonies in connection with the raising of the flag, and all of the other camp building activities. We were tied with four other countries for first place.

Then came the interesting relationships. These plots of ground were simply separated from one another by a thin rope, and we were constantly approximating the boys of other nations. On this side of us was Britain. Back of us were the Danes. Just across the way were Egypt and China. Over here, where we had our Indian exhibit, was Siam. Next to them was Finland. And then came Japan and France. We were looking over each other's fences, if you please, or ropes, in this instance, and constantly getting acquainted with each other and managing, in some way or other, to express ourselves to each other.

We had a very interesting plan of inter-camp visitation. The Japanese were particularly delightful. They came and brought us presents, beautiful photographs of their activities, even a moving picture reel of what they were doing.

\*Address given at Recreation Congress, Atlantic City, October 20, 1924

We, in turn, thought that we would do something in American style, and gave them bob-cat skins and deer skins and some Indian baskets from the collection of Ralph Hubbard, who had charge of our Indian work. The Japanese brought away with them from Japan a tent that had been given to them by America, and they put a little sign on it: "We have brought this all the way from Japan so we might show our affection to those who helped us at the time of our great calamity."

Notices like this were sent us: "The Danish Scouts would like to have you send two boys with tin cups to take tea with us this afternoon." There would be sixty-six boys, from thirty-three nations, chatting with one another and learning to know about one another and to respect one another.

Though the League of Nations forbids Germany to have Scouts for fear she might militarize the movement, one splendid intellectual man (I have forgotten his name for the moment) brought one hundred and eighty German boys and, as fate would have it, because "G" comes after "F," those German boys always paraded or followed after the French. But there never was a sign of irritation or friction of any kind.

Now, to continue with these interesting events, our boys were forty-eight in number, and there were six patrols of eight each. And no boy knew, aside from the fact that he might be one of eight, just what events he would be in. For illustration, for the swimming events eight boys were selected, and then when the time for the swimming events came, the Danes would ask them to draw straws, and then three boys out of that eight would take part, one of them in the long distance swimming, the second in the diving and the third in the life-saving. Or in the canoe race, eight boys appeared and two boys were selected. But eight were always training. It was always the patrol and never the individual that was emphasized.

It was a very interesting thing and resulted in some very fine sportsmanship. The first event we won, outside of the camp-building, was the First Aid. It wasn't First Aid as we ordinarily give First Aid. That is why I am telling the story. The boy that was selected was just a little handful. We called him "Bunny." He was so little you had to look twice to see if he was there—a little fellow from Colorado Springs. And when he was selected to take part in the competition in first aid, it was something like this: "You go down the road, keep your eyes open and you will see something happen." The first thing

he saw was a boy falling off a bicycle. He was told that the boy had broken his leg and was unconscious. He began immediately to perform. Then he went a little further and found a boy lying under a tree, unconscious, and he would have to determine whether he had fallen out of the tree or had been struck by the heat and had lain down under the tree.

The events were such—and the Danes were marvelous at doing it—as to test the ingenuity and originality of the boys. And I thought it was a very interesting development in our modern recreation competition.

Now, when those boys came to appear, for illustration, in the canoe race, they had to go over a number of bodies of water and make their portages. Some of the water was very rough and some was very shallow. At one place difficulty was experienced in finding the way out. Our boys were leading well and they found the exit. Then they immediately told their competitors the way out. That was sportsmanship.

Another time the Dutch boys, I think it was, got caught on some kind of a branch of a tree that they hadn't seen, and our boys, though they were pulling hard to win, stopped and helped their competitors off the snag. They didn't want to win unless they could win fairly and win wholesomely.

Now, you can imagine the spirit that existed among those lads when they played and worked like that.

I was very much interested in one event. I rather had set my heart upon winning it because it was so Scout-like. It is what is called a twenty-five hour hike and in the twenty-five hours the boys had to at least cover twenty-five miles; they had to cook their own meals; they had to find their way through the woods with nothing but a rough chart; they had to pack their goods and make a "log" of that region and present it to the judges.

Well, we won it, and I would rather have won that event than any other event, because it depended so much upon the all-round ability of the lads—their ingenuity, their originality and their bravery.

There was another event called the obstacle race—three miles long, in the woods. For instance, this would occur. Here is a stream, a boat on the other side of the stream and here are the eight boys. The only thing to do is for one of them to swim across and get the boat so the others may get across. Those were the types and kinds of events.

Another example of sportsmanship was in the

life-saving event. Our American lad won his event readily, but we discovered that all the others had done the event, according to our understanding, in a way that was not in accordance to rules. We won the event, we could have had the prize, but we insisted that they run it over again, because we didn't wish to win the event through any unfair means. And we got second place in swimming it over again, but we were happy about it, because it was the honorable way.

There were some spectacular events. One was this—and it is a suggestion to us as recreation workers. When Sir Robert arrived, they arranged a great rally for him, a great reception, in the stadium in the city. I thought first we weren't going to be able to get all those boys in. What a great sight it was as they marched in and around that track with the flags of thirty-three nations flying! Finally we were able to wedge them all in, and they made a formation in the center of the field.

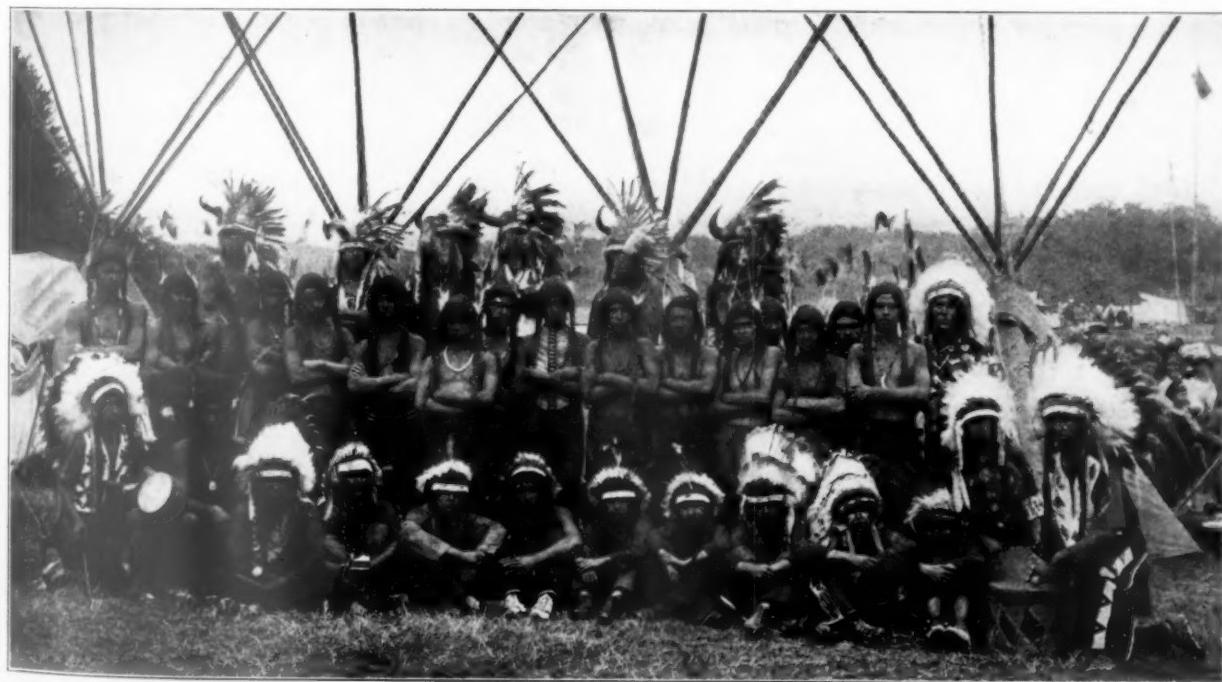
When Sir Robert stood up, something happened that I didn't know anything about, for lying on the ground, in the grass, were branches of trees, thickly covered with leaves. Suddenly, with one signal, six thousand boys or more rushed forward to the center of the stadium, waving those branches, and giving the impression of a waving forest. It was one of the prettiest sights I have ever seen, and very suggestive of how we can make attractive some of our recreation activities.

Then there was the reception by the King who, instead of having the boys march in front of him, marched in front of the boys, in a driving rain, stopping and shaking hands with all the leaders. He was a magnificent specimen, about six feet three in height, and the Prince and the Queen were with him.

Fifteen to twenty thousand Danish people came out to that camp every day. We had to clear the camp twice daily, once at twelve and again at six. What wonderful people those Danes are!

There were too many events of a competitive nature, and we must change that. Think of this experience: Our boys went away over into the forest for the demonstrations. In the morning we got our orders, "Your boys will appear here and here and here." That was the first we knew. Hubbard had to paint his boys up—and what wonderful Indians he can create! What wonderful costumes he has, and what wonderful demonstrations he gave! And the Europeans are just crazy about our Indian demonstrations. Whenever those boys came out, the whole camp turned loose to see them, and whenever it was stated in the paper that the American boys were to give an Indian demonstration, the forest was full of people.

Our lads would be told where they were to go. They would have to take the time to dress and paint, take forty minutes to go over to that forest, come back, cook their supper themselves, then



AT THE JAMBOREE

go back again, perhaps for a campfire demonstration—forty minutes going there again—a demonstration, and forty minutes coming back. But never a murmur, never a complaint.

I have been in athletics a long while, but I have never seen the spirit of these American lads, averaging somewhere around sixteen, excelled or even equalled. There is a possibility of developing that kind of sportsmanship that will make all of the nations who are participating with us say that, after all, these lads are splendid lads and "If that is what America stands for, then we respect and admire America."

There are just three or four points that I may enumerate and then sit down. First, I like the idea of the group contest. I like that uncertainty about who is to be chosen. There was no chance for egotism. There was no chance for over-specialization. Eight boys would train, train hard, and know that one or, at best, two of their number were to be selected. That had wonderful elements of value in it. In the second place, you can get a background of clean sportsmanship. And the psychology of it was this, that when those forty-eight boys, or sixty, with the extra boys who went along, came into the camp at Bear Mountain where we trained them for two weeks, the first thing that met their ears was this: "Lads, you have come from all over America to represent America—the picked boys of America—and we will expect you to represent the nation as true Scouts and true Americans." There was sufficient reiteration from time to time to bring this into their consciousness. There was a message from the President of the United States when they boarded the Leviathan; a dinner on the Leviathan; the receptions everywhere emphasized the principle. And, by the way, we have a prince in the man who is the Minister to Denmark—Doctor Prince. He radioed a message to our camp, and did it in ten different languages. When we had our boys at his home he was able, after he heard them sing an Indian song, to sing one himself. The boys will never forget him. All the leaders of the group were imbued with the idea of standing always for the highest ideals.

There was another point that I intended to mention and that was this: This has taught me, and it might teach all of us, that there is a great variety of activities still available to the recreation worker—those that are related to life, those that are related to one's own self-preservation, those that stimulate imagination and initiative. The life in the woods and the activities used developed

qualities beyond some of the activities that we are using more universally than others. And, finally, I am sure that those lads, living for a week with the picked lads of other countries and in all that time hearing not one cross word or one word of irritation, or even complaint during the fatigue incident to a strenuous program, secured more spacious ideas of world brotherhood. It is a new way, and, I believe, a most effective way, to teach world citizenship.

We talk about "learning by doing." Probably we can learn world brotherhood but by living it. These lads, as Sir Robert so well said, learned of a brotherland that was beyond the bounds of motherland. And I see in this experience great opportunities for us who are working in the realm of recreation to hitch up this recreation idea to great spiritual and great citizenship ideals.

#### Recreation an Important Part of the Program

On April 1st, 1924, the Burley Tobacco Growers Coöperative Association at Lexington, Kentucky, started its community work. The aim of the new department was the "organization of members and their families into community groups for serving as a medium through which members could be more easily in touch with their Association, for promoting an interest in the principles and methods of coöperative marketing, for fostering a spirit of neighborliness and good will as an asset to the Association and community life, and for promoting coöperative enterprises for the enrichment and improvement of community life." During the eighteen months that the Department has been functioning, according to the Information Service of the Department of Research and Education of the Federal Council of the Churches of Christ in America, local organizations of members of the marketing association and others have been formed in thirty-seven communities in nine counties. In four communities attention was given to community plays. Three county picnics were held in the summer of 1923, at two of which an elaborate pageant was given portraying the history of tobacco. In July of 1924 a picnic and pageant of agriculture was given by the people of Fayette County. The event was attended by 15,000 people. Harrison County followed its picnic of 1923 with a county-wide survey of social conditions, covering health, education, recreation and rural life. The Fayette County picnic and pageant is being followed by a series of county get-togethers.

# The World Need for Recreation Leadership\*

By

ROBERT A. WOODS

*South End House, Boston*

You have heard a wonderful parable, illustrating the meaning of world leadership in recreation, suggesting how it is needed and showing what miracles it can accomplish.

It occurred to me that it was a peculiarly happy thing that that gathering took place in Denmark, because I don't believe there are any people who have a better conception of the value of recreation than the Danes, and along with that a surer insight into its far-reaching meaning.

Some years ago Sir Horace Plunkett, the great agricultural leader, went to Denmark to study the Danish system of agricultural cooperation. He spent a great deal of time getting their methods, their budgets, and he thought he had gotten the whole study and was starting for home when the Danes said, "Not yet, Sir Horace. You haven't found out the vital fact about our system of coöperation. The things that make us good coöoperators are our national traditions, the noble story of our growth as a people, the legends behind that story, our processions, our holidays, our songs, our majestic chorals. Those are the things, Sir Horace, that make the Danes good coöoperators."

And today the Danes are perhaps leading the world in this form of adult education which includes the folk arts.

Lord Halliday, the British statesman, said not long ago that there are more reasons for social and industrial unrest than we sometimes think. He said the experience of adult education in England was showing one of the important reasons for social unrest to be that a great many working people feel they are being deprived of some of the finer spiritual values of life and civilization, and as they begin to have an opportunity to appreciate and enjoy those values the unrest doesn't appear but it subsides into wholesome discontent. Those things suggest some of the

far-reaching and some of the very substantial grounds that we have for undertaking to organize recreation.

When you get into the Orient, you will find some very interesting and very distinctive types of popular recreation. One of the most interesting of all is that of storytelling, which has come down just as it was in Homer's day. In the marketplace you will see the storytellers with a circle of people gathered around them. And there you have, perhaps, the most primitive form of popular recreation—storytelling reaching a very high art. Some of the storytellers command very high prices in the large cities of the Orient.

You will see the drama with, as a rule, male actors only, as in Shakespeare's day. And then that strange music, all through the Orient, in the minor key—music which breaks out in unexpected ways, unexpected places—the little rhythms and chants and singsongs of the workingmen. No matter what kind of a task they may be engaged in, you will hear them breaking out in this little song, indicating that even amidst all the drudgery of the Orient there is a certain fine tradition of the joy of labor. You can even today—if you are fortunate in the Near East, in the Holy Land—hear the shepherds piping just as they did in the days of the Psalmist.

Then you are sure to see some of those great religious festivals, not often, unfortunately, seeming to carry the element of joy that the religious festivals did carry in the ancient days, but suggesting great possibilities in the way of introducing the spirit of joy. And any form of recreational leadership in the Orient would find one of its best opportunities in coalescing with this great tradition of the religious festival.

We found in our American cities that of any pageants or processions organized in recent years the finest display is likely to be made by the Chinese. They have learned that art, particularly in connection with their weddings, which make

\*Address given at Recreation Congress, Atlantic City, October 20, 1924

a splendid show in the shape of processions through the public streets.

But we must remember, with regard to the Orient, that it is a place not of cities but of villages. Eighty-five per cent. of the people in China, and about the same percentage of the people of India, live in villages, and the recreational life, so far as their recreational life in the Orient is concerned, is found in this simple but on the whole quiet, well-organized life of the villages. For, however disturbed the national life may be, the village life goes on pretty much the same. That is why the Occidentals are almost pitted by the Chinese, because they get concerned about these Chinese wars. As long as the wars don't actually invade the villages, the villagers keep on about as usual.

In village life there is a great deal of intimacy. Everybody is supposed to be the cousin of everybody else. There is a great deal of interchange among the households of the villages, a great deal of the spirit of hospitality in those villages. And anyone who has had the privilege of sharing the hospitality in any part of the Orient, realizes that is one of the finest, noblest phases of the happy side of their lives. You can't travel far without realizing how deep is the artistic spirit of all of those people. I don't think I have ever had a more thrilling experience, especially for one not particularly versed in the art, than that which I had in the National Ceramic Gallery at Peking. You feel that there is a nation which, having culminated in that way once, is sure to come forward with some fine and noble development again.

Even trade in the Orient has its recreational phases. You know, the Chinese word for "merchant" means "the discusser," and every item of trade is talked about and haggled over, and it is a source of continuous interest and the most active and intense interest on the part of those who trade and those who purchase, to carry out this process according to the Oriental plan.

One naturally looks for some of those games that are supposed to be common to all nations. I was not able to find more than one,—the little girls' hop-scotch was common to all the nations. It evidently dates back to the Tower of Babel.

The serious problem about Oriental life is, of course, the low position of the women. It is always an understood thing that when men get together for purposes of recreation, they meet by themselves, not in their homes but in some sort of public resort, and they are usually entertained by dancing women. That is one of the sad and

terrible facts about Oriental life, and one of the facts which perhaps will be most difficult to overcome as the effort is made to reorganize Oriental life on a more wholesome and happier basis.

It is an interesting fact, however, that polygamy is definitely on the decrease in all parts of the Orient. The decay of religious faith in China represents a very serious fact which helps to make life dull and dreary, and the new developments, the new phases of religious interest which one finds in the Orient—and there are many of them—have a real bearing upon this problem of making life freer and happier.

You do get streaks, here and there, of a real present day program of recreation under the initiative of the Orientals themselves. That is particularly true in Japan where they have a very highly developed system of physical training in the public schools. But the thing which strikes one most is the strong tendency in Japan to take the children, constantly and in large groups, off on excursions to historical spots, to religious shrines. That is so common, so almost universal, as to be one of the striking characteristics of Japanese life.

Another very important development in Japan, partly under the auspices of the Government, is the organization of the village clubs, all through the Empire. These village clubs are being organized, first of all, for the young men, and then also for the young women, with their recreational aspects and with their definitely high moral standards. That is a development that gives real promise for the future of the Japanese people.

In Peking one is interested to find the development of some real Chinese community centers located in different parts of the great Capital City and carrying on a kind of work which, in Chinese terms, might very fairly meet our commendations. There was one thing that seemed particularly interesting. These community centers were offering courses of instruction in neighborliness—a suggestion that might be adopted by our own community centers. The Orient is beginning to accept certain phases of our recreational life. I learned in Shanghai that an agency there which was endeavoring to instill better ideas about the morality of sex was sending out its propaganda on cards containing a picture of Mary Pickford. Everybody throughout China knows about Mary, and her portrait on the post card would immediately attract attention.

At a great many places in the Orient one sees Nick Carter novels displayed—so some of our

educational efforts are really penetrating into the Orient along with Ford possibilities in those ways, and through the English language are fast becoming universal among all who have needed education in the Orient. You can hardly go anywhere on the main lines of travel in the Orient without having a morning paper in English on your breakfast table, just as you do at home. It suggests the great possibility of carrying our recreation message far into the Orient through our own language.

We must remember, however, that there are phases of our recreational life that carry great damage to the Orient, and it is very interesting to see that the Orient is beginning to organize a recoil against some phases of our recreational program. Japan is developing a quiet, powerful prohibition movement, and it is needful that Japan should do so. When I talked with the Police Superintendent who has charge of the Oshahara District in Tokio, he said he would answer any questions that I would ask him. And one question I asked him was this: "What proportion of the young men who have come to this district have already been drinking?" He said, "Nearly all."

We are likely to take it for granted that the Orient is rather free from the curse of alcoholism. Then we have just read lately that Japan is taking steps, through public authority, to prevent the American type of dancing from coming into that country. This ought to be a solemn warning to us as to the need for turning our recreational leadership into the direction of trying to uplift the standards of our public dancing.

Perhaps the most striking fact that one encounters in the way of recreational initiative in the Orient is that the English, wherever they go, carry their sports with them. I came to feel that was one of the secrets of the power of the British Empire, that right through the tropics the British have the most ample provision for physical exercise. In the hottest places, as soon as the sun begins to go down, they are out, playing cricket, tennis and other sports, and in every city held by the British there are ample playing fields. In the great city of Calcutta there is, right in the center of the city, about the most magnificent provision for play and sport that one could find anywhere. And I think we need to remember, when we are considering this great issue of the conquest of the tropics, that after the direct attack is won in the way of fighting bacterial disease, there is this next step—to have the means of providing a life

such as will keep one physically and morally up to the best tone and standing. To a very large extent the English have solved that problem.

But through the Orient no recreation is possible without the preliminary program for the improvement of physical health—protection of health from outright diseases. When I talked with some of the leading citizens in one of the Indian cities and told them that the average length of life in America was advancing and that it had reached perhaps forty-six, or some such year as that, they said, "Ah, the average length of life in India is twenty-two or twenty-three." And from that point of view, one can see that the recreational leadership in the Orient must have to do with all that bears on the prevention of disease.

Some very remarkable things are being done. We have heard about the campaigns of Doctor Peter, of the Y. M. C. A., in the Chinese cities, where in some sixty or seventy cities, by means of graphic representation, he was able to draw the most remarkable audiences and to accomplish an educational result the effects of which have been felt throughout the whole of that country. In India they have been having a succession of very remarkable exhibits, illustrating the care of health and life of little children. And at the time I was in Delhi, the capitol of India, they had been having special sessions of this exhibit in the mornings for the veiled women of the harems. They came in very large numbers to see the exhibit. It seems as if this campaign for the care of child health might be the thing that is going to emancipate the secluded women of India.

The moral effect of athletics is very clearly seen among boys of the Orient, not merely from a negative, a preventive point of view, but from a constructive point of view. When the Americans first began to teach the Chinese boys to play baseball, and the game got on as far as the fifth inning, the team that was behind would throw down their bats and proceed to walk off the field. The coach would say, "But the game isn't over." The boys would say, "We are going to be beaten. Why should we stay on, continue to be beaten?" Finally, by dint of great effort, the coaches were able to get the boys to play the game clear through until they realized that the game wasn't lost, even up to the ninth inning with two out—but to keep on and fight the game through.

That was a remarkable lesson for the Chinese. It is the thing that they most need. They need a quality of grit. One Y. M. C. A. secretary said to me, "I am really a pacifist, but I think the best

thing I can do for the Chinese is to teach them to fight."

The Chinese haven't any good words to express the idea of team play. The Americans in China have all sorts of trouble in working out certain locutions of language to get the Chinese to catch that idea. But some of the Chinese educators told me they felt that that was one of the most important things that could be done for the Chinese youth, and they recognized in these American games one of the best mediums through which to get that idea into their minds.

The opportunity, then, is coming to the Americans in the shape of the secretaries of the Y. M. C. A. and Y. W. C. A., and perhaps particularly to the teachers in our American colleges all through the Orient.

One of the best things that can be done for the educated young people of the Orient—those that are being trained there and those that in large numbers are being trained in our own colleges here—is to give them the point of view, the interest, the training in well-conducted athletics and recreation activities, and let them go back as leaders in those great interests to their own country. That has a double importance, because one of the serious facts about this educated young life in the Orient is that when it goes back into the old conditions it is likely to be completely lost. Those young people are likely to become cynical. They find it hard to secure the kind of occupations that will give their talents and training a real outlet. And I would like to suggest, quite definite, to this Congress, as one of the ways in which this matter of world leadership in recreation could be developed, that we should make a point of reaching some of the something like two thousand young Chinese that are being educated in this country all the time, and select a few likely ones and see that they are thoroughly trained as recreational leaders as they go back to their own country.

One of the best things that the American recreational conception can do for the Orient is to help to bring about a freer relationship between men and women. That is one thing that western education is doing. I had the pleasure in the city of Canton of sitting down to dinner with four or five young couples, husbands and wives—a thing absolutely unheard of before. There is no way in which the Chinese man could more surely lose caste than to be seen issuing forth from his home with his wife. But there was a dinner table at which four husbands were sitting with their

wives, and there was, in the faces of those young people, the look of having made a great discovery. They were pioneers, far in the van of Chinese life.

But through the active interests that come under the head of recreation, all embodied in the educational ideas which the Chinese are welcoming so fast, it is going to become possible to break down this barrier between the sexes, to overcome this age-long misunderstanding, which so far as one can see represents the deepest difficulty and danger in Oriental life.

The inspiration that can be carried by this great cause of recreation into the Orient, is one which may accomplish ever so much in the way of creating a new perspective that will reach through the whole of Oriental culture.

We need to realize, I think, more clearly than we ever have before, how these beautiful arts that have been outlined at this conference may do so much in the way of overcoming the prejudices, the hatreds and the separation that exist not only between nations but among the different types of people, different sects, different nationalities, and even that great distinction between the older and the younger which is causing us so much concern.

George Santayana, philosopher and literateur, was for many years a professor at Harvard University. One thing that puzzled him there was the great gap between the professor and the student. He proposes a solution for that problem—a solution which will help to overcome all the other gaps that there are between human beings. Here is his description of what the situation is like at Harvard University. He says, "The young had their own ways, which on principle were to be fostered and respected, and one of their instincts was to associate only with their own age and caliber. The young were simply young and the old simply old, as among peasants. Teachers and pupils seemed animals of different species, useful and well-disposed toward each other, like a cow and a milk-maid. Periodic contributions could pass between them, but not conversation. This circumstance shows how much American intelligence is absorbed in what is not intellectual. Their tasks and their pleasures divide people of different ages. What can unite them is ideas, impersonal interests, liberal arts. Without these they cannot forget their mutual inferiority."

What a profound insight—a principle that will carry through all our interests in the field of recreation and give them fresh meaning as we

see how they can unite all sorts and conditions of men and the people of different nations around the world.

## Community Music\*

*Broadening the Recreation Program through Greater Use of Music* was the topic of the first section meeting at which Professor Peter W. Dykema of Columbia University spoke of the two angles from which the subject must be considered—the music we make for ourselves, and the music made for us, both vocal and instrumental. Mr. Dykema told of an experiment of interest to teachers of vocal music which is designated by the somewhat paradoxical title of "individual instruction in groups." This experiment involves having the group act as critic of each individual as the instruction of the teacher is given in turn to each member. Mr. Dykema also spoke of the stimulating effect of small group singing, sometimes referred to as "barber shop singing"—stimulating because of the feeling on the part of the individual of having produced some pleasing effect through his own efforts. Such singing is in a sense creative.

Many cities are undertaking phases of community music. An outstanding example of a successful community chorus is that of Albany, New York, with thousands in attendance at the concerts. On the side of instrumental music, it is encouraging to know of a California city which is strongly considering the employment of two men whose sole work will be the organization of bands and orchestras throughout the city.

The interesting story of what had been accomplished in the high school of a Southern city through the use of music was told by the city's mayor. In the interest of good sportsmanship it had been necessary to forfeit an athletic championship and the result had been a feeling of unrest and dissatisfaction on the part of the students. The new superintendent of schools taking office at this time when the undercurrent of unrest was so strong throughout the student body, believed that the problem could be solved through the organization of musical groups. Several thousand dollars were appropriated for the purchase of instruments and within a short six weeks a fifty-piece band and fifty-piece orchestra were ready to give public performances. Differences

were forgotten in this new unification of interest and harmony was restored.

The stimulus to produce something just as good as imported musical talent has in several cases, it was shown, led to the development of local talent and the organization of city-wide music memory contests.

Miss S. B. Irwin, of Tokio, Japan, told of the need which she faced in her school work in Japan of adapting social dancing to Japanese music. There is a distinct need, Miss Irwin stated, for the social opportunities afforded by dancing which the native folk dances of Japan do not fill. Obstacles in rhythm and range of instruments are making this adaptation difficult.

The meeting closed with a discussion of the development of leadership and with the advice from Mr. Dykema to those seeking to develop leaders that they be content to find one good chorus leader out of twenty-five rather than to expect more or all of the twenty-five to develop such talent.

The topic *What Is Being Appropriated for Music in 310 Municipalities* was discussed by Kenneth Clark of the National Bureau for the Advancement of Music, New York City, who said that as a result of a recent study it had been found that nearly \$2,000,000 was being appropriated by 310 cities. The actual sum expended yearly by the 310 cities is \$1,778,579.94, making an average appropriation for one city of \$5,737.36. While that seemed a rather generous expenditure for the individual city, it was pointed out that it represented the more progressive cities covered by the investigation. Of the municipalities which replied to the Bureau's questionnaire there are 283 which make no appropriation for municipal music.

Tabulated as to states, the figures place California in the lead with an appropriation of \$244,245.04 made by sixteen cities. Next follow Ohio with eleven cities appropriation a total of \$142,159.50. The lowest ranking in the replies to date is that of South Carolina with one city appropriating \$150.

It was announced that these figures and details as to how the money was spent in each city would be set forth in full in a book to be issued by the Bureau entitled *Municipal Aid to Music in America*. In order to obtain its facts the Bureau sent a questionnaire to the various mayors asking them what their respective city governments were doing with regard to municipal bands, open-air concerts for the public, a municipal orchestra, civic audi-

\*Reports of Section Meetings, Recreation Congress, October 17 and 18, 1924

torium, municipal organ recitals, music in the public schools and a municipal music commission or league. Copies of the volume containing the complete summary of the investigation will be placed in the hands of the various city executives and others interested in order that they may check up what their own city is doing as compared with other cities of similar size, particularly in their own section. It is hoped that with this picture of the entire field of municipal music in America, the element of local price, as well as the known influence of music in building citizenship, would impel the different cities to do even more for music municipally than they are now doing.

Mr. Clark urged the recreation experts at the Congress to get behind the matter of legislation in their own states which would make it more practicable for the municipalities to appropriate adequate sums for music. "In some cases," said Mr. Clark, "we have found that the mayors attributed their inaction with regard to municipal music to the absence of enabling legislation such as would permit them to appropriate money for this purpose. With regard to one phase of civic music, the municipal band, this difficulty has been obviated in several states by the passing of a permissive act authorizing a tax levy in cities and towns for the purpose of creating a fund to maintain a municipal band and of providing for the submission of the question to the voters in those towns. Some such law exists in the following states: Iowa, Kansas, West Virginia, Michigan, South Dakota, California and Minnesota.

"One of the best of these laws is that of Iowa which was enacted in 1921. It provides for a tax, not to exceed two mills, that may be voted by cities and towns having a population of not more than 40,000. Some 100 Iowa towns have availed themselves of this authority—including such places as Ottumwa, Centerville, Fort Dodge, Oskaloosa, Keokuk, Cherokee, Red Oak and Clarinda. The result has been marked advance in band music and in municipal culture in general. A different statute is in force in Kansas. The cities of that state are divided into three classes as to population, running from towns of 30,000 or over to those of 5,000 and less. The band law specifies a definite tax schedule for each of those classes running from 3/10ths of a mill in the first division of class I, to \$600 for the

third class. Figures provided to the Bureau for the year 1922 showed forty-two cities maintaining municipal bands with a total of \$45,477.00 paid by the cities for those bands plus \$12,784.00 paid in fifteen cities from other sources."

Mr. Clark declared that American cities were far behind the municipalities of Europe in the matter of giving adequate support to music. He drew his facts from a compilation that the Bureau is making of reports filed by the United States consuls abroad on *Subsidies Granted to the Musical Arts*. These reports have been forthcoming in response to a questionnaire submitted to them by our State Department at Washington. "All organizations interested in music in this country," stated Mr. Clark, "should get together in the creation of a public opinion that will lead our governmental authorities to match what Europe has been doing, through generations, for municipal music. Indeed, that is just the advice that certain officials abroad have given to our consuls as to how we might apply the lessons learned from Europe's municipal music."

As just one instance chosen at random from the consular reports, Mr. Clark cited the city of Havre, which subsidizes the municipal theatre, a choral society, municipal band, a musical propaganda society and a dozen other musical societies. "The amounts granted sometimes are small, according to our standards," said Mr. Clark, "but they help."

We may also glean from European experience a hint or two as to whence the money to be appropriated for music shall come. "For instance, in Frankfort and other German cities funds for music subsidies come from the general amusement tax. If we ever come to the point where our present war tax on amusement tickets is not needed for revenue, might not a slight tax be retained and used for general music subsidies? At Riga in Latvia the music funds come from a three per cent. tax on railway tickets and on alcoholic liquors. At Goteborg the subsidies for music come from the tax on the receipts of foreign musical artists. We have many foreign artists among us and we tax their incomes earned here. The government could return a part of those sums to musical uses, and would do so if a strong public opinion were put behind the proposition."

# Leisure Time and the Colored Citizen\*

By

EMMETT SCOTT

*Secretary-Treasurer, Howard University*

It is generally charged that although the colored people of this country represent only about one-tenth of the population, they contribute the largest percentage of the criminals of the sections where the negro population is appreciably large. Assuming that this statement is true, the duty of society, under democratic government, is to seek the causes for such a condition.

Mr. Joseph Lee, the President of the Playground and Recreation Association of America, in writing in *The Survey*, has said, "The object of all social work, which is also the inclusive object of democracy and, indeed, of all legitimate government, is that every citizen should have the opportunity to realize the best of which he is capable, that he might have life and that he might have it abundantly."

From this I gather that Mr. Lee maintains that it is the duty of the community to ascertain the causes which lead to the development of the criminal class and to apply correctional measures.

In the discussion of the subject—*Leisure Time and the Colored Citizen*—I have been led to inquire as to how the leisure hours of the children of the negro race are spent, as it is the child of today who is to be the citizen of tomorrow.

Those who have had the experience of living in the southland and those urban cities where the negro population is very large, know that aside from the meagre accommodations afforded in the schools there are hardly any activities to provide for the wholesome recreation of the negro child, who is usually left to find, as best it may, its own means of amusement when the chores around the house have been looked after.

When thus left to choose his own amusement, what form does it take? He is usually in the streets, mingling with others of his age who are also seeking some means of amusement. It is a common experience that the vices of humanity make the greatest appeal to undirected youth. Therefore, we find that the things that the undirected negro child first learn are how to shoot craps, how to use vile language, how to fight, how

to pilfer and how to commit other misdemeanors which tend to develop him into the type which makes up the criminal class. And the truth of the old saying that "an idle brain is the devil's workshop" was never more aptly illustrated than in the experiences of the negro child who must consume his leisure time as best he may.

Is it, therefore, a matter of surprise to the community which fails to provide proper recreational facilities for the negro child as for other children of the community, to find that there has developed in its midst a criminal class which becomes a deteriorating factor in the life of the community as well as in the life of the nation?

Community recreation facilities for young and old have proved beyond cavil, their value as a deterrent of crime and also as a factor in the development of healthy and right-thinking citizenry. Statistics show that the community playgrounds have wrought wonders in the life of young and old, both with respect to health and in the lessening of criminal tendencies. School superintendents, health commissioners, police officials—so a report prepared by one of the workers of the Playground and Recreation Association of America states—all testify to the value of community-wide recreation. It is but fair to say, however, that the statistics showing these promising results are for the most part concerned with community service work among white rather than among colored children.

If a program of community recreation is needed among whites, where the home life of the average child is far superior to that of the average negro child, and if it has caused the white child to be developed into a healthy and right-thinking citizen, how much more is there need for a program of community recreation for the negro child? and Mr. Lincoln's aphorism—"The nation cannot live one-half free and one-half slave"—might well be paraphrased in this day to read: "The community cannot develop one-half fit and the other half unfit."

The negro child must have facilities for recreation to the same degree as the white child, if he is to develop into the healthy and right-thinking

\*Address given at Recreation Congress, Atlantic City, Oct. 17, 1924

citizen that the country needs and the nation requires. In the interest of the community and the nation, as well as in the interest of the negro child himself, there is urgent demand that greater facilities than are at present available be provided for wholesome recreation during the leisure hours.

In an address in Washington not long ago, Mr. Baker, former Secretary of War, was emphasizing this matter of community recreation, and he went on to say, in the course of his address, that we tried a wrong-headed process for a long while in the cities in trying to pass laws and to enforce them by policemen. Then all of a sudden the discovery was made that the way to overcome the temptations and the vices of a great city was to offer adequate opportunity for wholesome recreation and enjoyment; that if you wanted to get a firebrand out of the hand of a child, the way to do it was neither to club the child nor to grab the firebrand, but to offer in exchange for it a stick of candy.

And so there has grown up in America this new attitude which finds its expression in public playgrounds, in the organization of community amusements, in the inculcation throughout the entire body of young people in the community of substantially the same form of social inducement which the American college in modern times has substituted for the earlier system of social restraint.

The development of the negro as a good citizen has been up to this time, for the most part, the problem of the school and the problem of the church. Until recent years, however, and even now in many localities, school hours and facilities have been such as to occupy only a very small proportion of the leisure time of the negro child, and the church has afforded a means only whereby his leisure time on Sundays might be employed.

We have proof of what an effective agency the negro school has been, despite its meagre facilities, in making the negro a fit citizen in the community. And I would like, if I may, to call attention to some remarks of Judge Gilbert I. Stevenson, of Winston-Salem, North Carolina, in discussing education and crime among negroes in an article contributed by him to the *South Atlantic Quarterly*. In that article he says:

"All the available statistics and the unanimous opinion of men in position to know the facts would seem to be proof that education, elementary or advanced, industrial or literary, diminishes crime among negroes. The alarmingly high rate of negro crimes is as much a condemnation of the

community in which it exists as of the offending negroes themselves. Having discovered that the negro school is at least one institution which successfully combats crime, the community cannot afford to withhold its active interest in and its general support of the negro school. The more money spent in making such schools responsive to the special needs of the race, the less will have to be spent on crime. And if it comes to a question of cost, it is cheaper in the long run to maintain and equip schools, negro schools, even, than police departments, courts, jails, penitentiaries and reformatories; for the school, properly conducted, makes the negro a great asset, while the courts find him a great liability and nearly always leave him a greater liability on the community."

If I may follow up Judge Stevenson's thought, then I would say that the school which provides a means for the intelligent use of a part of the leisure time of the negro child should be supplemented by this new agency, the community recreation program, in order that a proper use may be made of the remainder of his leisure time. And this, too, would be in the interest of the community and, in the long run, would prove cheaper to the community and to the nation.

I would like to draw attention, if I may, to an article written by Mr. Attwell, presiding here this afternoon, the director of the work of the Playground Association among colored people, in which he very wisely called attention to this need of the larger consideration of colored people in the matter of the recreation movement in America. In the course of that article of his, he proceeds to say that because of the fact that several million colored people are living and will continue to live in close proximity to the rest of the people who reside in America, any movement for the betterment of our country's civilization or citizenship, whether it be for general health, for sanitation, for education, for religion or recreation, that does not promote a program to include those colored people, will eventually discover that social ills are quite similar to physical ailments; all of the parts of the body of the community must be treated, or at least all of those affected, if we desire to be entirely healthy. Mr. Attwell states that he has found no tendency on the part of colored people to migrate into neighborhoods inhabited by white people, merely because white people live there. If they move into such neighborhoods at all, he said, it is because improvements such as pavements, street lights, fire protection, sanitary plumbing and other modern com-

forts are there available, and because these sections are usually the first to be provided with ample park and play space and recreational facilities.

The urge is because of the modern environment and not a desire for personal contact. And the keen desire on the part of the colored people for proper recreational facilities and guidance in towns and cities is in evidence in every locality where even a feigned gesture in this direction has been made.

But, as yet, comparatively small provision has been made for the needs in this respect. Playground and recreation parks are entirely lacking in many neighborhoods, even in the north where colored people reside; and in many sections of the south, play facilities have not been widely developed for either white or colored groups.

An evidence of the desire of the colored people for recreation facilities is to be found in an editorial which recently appeared in a colored newspaper in an important southern city. This editorial, entitled *A Program for Negro Citizens*, called attention to the lack of facilities during the past summer by which the colored citizens could enjoy themselves. It urged colored citizens to begin formulating a program for civic improvement and recreation activities and suggested that the colored people get together and make known to the proper officials just what was needed in that particular city to make conditions among them a little better. It suggested a swimming pool, centrally located, tennis courts for the young men and women, properly equipped playgrounds for the younger children, under proper supervi-

sion, and, above all, more paved and sanitary streets for the children to play in and for negroes to live on.

And with this desire for healthy recreation and also the desire and ambition to achieve some physical prominence, we think we have somewhat diverted the children from the perverted ideal which all the boys had when Jack Johnson won the heavyweight championship of the world, and they all wanted to be pugilists.

I asked the director of our department of physical education if he wouldn't give me a list of a number of young colored men whom we are now trying to hold up at Howard University and also in Washington, in the public schools and in other schools as well, as a new type to be emulated. It will probably be of interest to you to know as to this new type of ideals which we are trying to exhibit as against the ambition of the boy who wants to be a Jack Johnson.

Sol Butler, in addition to being somewhat of an all 'round athlete at Iowa University, was the national running broad jump champion and a member of the Olympic team in 1920, and is also a national sprint star. Then, there was Ed Gourdin, who held the world's record for the broad jump of twenty-five feet three inches at the Yale-Harvard Oxford-Cambridge meet at the Soldiers' Stadium in 1921. The previous record has stood for twenty odd years. And Mr. Gourdin was also the pentathlon champion in 1921 as well as the national broad jump champion in 1920. Charles West, another young man, has attained a similar record on the Washington and Jefferson football team, becoming the captain of the football team

last year and having been a member for two years. Then there is Mr. Hubbard, of the University of Michigan, a star sprinter and hurdler, and national broad jump and hop, skip and jump champion in 1922 and 1923, and who, also, was a member of the Olympic team.

It seems to us a good deal more important to emphasize this new direction for physical education rather than to have the boys, as I have said, seek the lower ideal which for so long had a hold upon their imagination.

I have been informed that there are today some eighty-



READY FOR THEIR CIRCUS

nine cities reporting supervised playgrounds for colored children and a total of one hundred and seventy-eight playgrounds, and there are forty-two cities reporting community centers for colored adults, and a total of fifty-one such centers. I am sure that the benefits accruing to these communities argue an extension of the community recreation program for colored people wherever they are found in large numbers. To paraphrase those words of Roosevelt—"We cannot make a community safe for any of us until we have made it safe for all of us."

You will have noticed that in what I have said here this afternoon I have not spoken of the need for recreational opportunities for colored adults, for I feel that the emphasis at present should be placed and might well be placed on the recreational needs of the colored child. The colored adult, in the main, is busy with the task of earning a livelihood during the greater part of the day. He, of course, needs recreation facilities, and he will be greatly benefited if they can be provided for him. But the development of the negro citizen of the future depends primarily upon the use which the negro child is enabled to make of his leisure hours.

If I might undertake to voice an appeal in behalf of the colored people of this country, I would ask that larger consideration be given to this group of our American citizenry in the development of community recreation programs. It is suggested that when municipalities provide parks and playgrounds, the negro child have some opportunity to avail himself of those facilities. From actual practice it is known that the negro child, through lack of encouragement and sometimes because of definite prohibition, is practically and completely left out of consideration in both city planning and municipal maintenance of recreation centers in many sections of our country.

In my opinion there should be increased consideration throughout the country given to the needs of the colored people in this matter of wholesome recreation. In the planning of recreation programs and in the employment of leaders, opportunity should be given for colored people to participate in the general programs. For they, more definitely than any others, have a sympathetic knowledge of the needs and the conditions

of their people. During the war that suggestion was quite frankly met by those charged with the responsibility of winning the war, and three men sat as counsellors in important departments in Washington, recommending to the heads of those departments lines of activity among the colored people, so that the morale of that group might be held in its proper place. There was one in the War Department, another in the Department of Labor, and another, Mr. Attwell, was in the Bureau or in the Department with Mr. Hoover. So I think that is not an entirely new subject, that there be, in any inclusive program, recognition of the fact that if colored leadership can have some part there is a more definite assurance of the success of such programs.

The twelve million colored people of the United States represent a group numerically, economically and socially important. They may not safely be ignored in connection with any program of interest to the rest of our country's population. Organized recreation is a comparatively new thing. There are handicaps and discouragements to be expected. But our common love of a common country should unite us in the effort to establish those happy, wholesome relationships so easily brought about in the development of social welfare programs and the proper utilization of leisure time, to the end that all elements of our population may have opportunity to render the highest possible service to the nation in helping to build a physically sound and a higher type of American citizenship.

## Winter Fun in St Paul

(Continued from page 565)

associates. Baked beans, doughnuts and coffee prove very popular refreshments. The members of the club approximate one hundred.

To add a final touch to the outdoor recreation program, two ten-piece bands have already been engaged to provide music for the carnival and skating meets. One band will be used as a traveling band to move from rink to rink, while another one will alternate between two of our large parks, where we always have large crowds. These bands attract great numbers out into the open and add a fine spirit to the occasion.

"Beauty and the love of it, is surely the best investment modern man can make."

—JOHN GALSWORTHY.

# Recreation for Colored Citizens—Needs and Methods

By

T. S. SETTLE

*District Representative, Playground and Recreation Association of America*

Despite the very kind and flattering introduction of the presiding officer, I say sincerely that I never felt more unworthy in my life in appearing before a public audience. After the wonderful music of Professor Johnson and that great, broad-minded, high-visioned appeal of Dr. Scott, for anyone of my race even to stand here and try to make a speech would be an anti-climax. So I pray your sympathy in the few things that I shall have to say.

I am only a pinch-hitter this afternoon. Our Association invited several influential white citizens of the South, bankers and lawyers and others, to come, first one and then the other, and speak from the standpoint of the Southern business man on this problem. But none of them could come. So they said, "Tom, you do it." And here I am before you today.

But one of these gentlemen did send a letter as his speech and asked that whoever did speak, deliver that message. And so I am going to take the greater part of my time in impersonating, if you wish, a capitalist of Greenville, South Carolina. So just try to imagine me as a big cotton broker, worth a few million dollars, and a little leisure time on my hands, all at once getting interested in the subject of my next-door neighbor, who is the colored man at Greenville. So I will make his speech for you.

Soon after the war, the people of Greenville, including myself, realized the need for playgrounds and other recreational facilities for the people of Greenville. So we got in touch with the Playground and Recreation Association of America, and through one of their district representatives we mapped out a plan, secured money from the City Council, raised some more privately, built four or five playgrounds and employed a very capable worker, by name Miss Theresa A. Schmidt. Of course, we hadn't thought of the colored people of the city. These playgrounds were for the white.

Then, after a while, a colored woman, by the name of Hattie Duckett, and a few others came to see some of us on the board and said, "What are you going to do for the colored people of Greenville?" "Well," we said, "we just hadn't thought about it. Do they need anything?" "You just come down and see them" was the reply.

So we came down, and the more we looked the more impressed we were with their needs. And so, remembering again the national association and wanting some advice, we found out that they had an expert colored man on colored work, by the name of Attwell. And as a southern white man, I want to say that we do know a great deal about the negro, but you will never find out what the colored people are thinking if you are a prominent white man in business.

So we got Mr. Attwell to study the situation in Greenville and come back and report to us. The result of his visit and of his talks with us and with the committee and the colored people was that an advisory committee of our Playground Association was founded. On it were three or four white people and three or four colored people. I was on that Committee. I had never shown any interest in colored work at all, but someone said, "Tom, you take that job." (Thomas F. Parker is my name, you know.) And so I said, "All right." I was not particularly interested, but somebody had to do it. And they thought that they'd better have a good white man to watch those northern fellows who came down there and see that they didn't put anything over. So I took the job.

I was elected chairman of the committee. And I want to say it has been the most joyful service, perhaps, in my life. Not only did we start a little playground and a little center, but we got so much interested in this and in the needs of the people that we white people ourselves for the most part have raised sixty thousand dollars, have purchased nearly a block of playgrounds and are putting up a splendid community building.

We took this same colored woman, Hattie Duckett, who came to us for help, and sent her to the national training school for colored workers, which is held in Chicago every summer. We have brought specialists from the national headquarters of this association to whom we turned for help. We supplied our worker with two assistants, and we think that for southern white people in South Carolina we are making a very creditable showing. We are very proud of what we are doing.

As we have gone over the needs of our city, as I said before, we have realized that colored children living in congested sections with very few facilities, not only need recreation as much as the white children, but need it a great deal more. And I cannot close without saying on behalf of the National Association that we commend the splendid work that has been done by E. T. Attwell as the Field Director and by his assistants, and to say further that from considerable experience we very heartily endorse the work which this association is doing.

Now, so much for Mr. Parker's speech.

I have another speech here. I can only mention a few things. This is from a citizen of Orangeburg, South Carolina, the vice-president of one of

the leading banks in that city. He goes on to say that after establishing playgrounds for white people, one day he was passing the colored school when the children were coming out at recess. There was plenty of space around the school, but not a thing to play with. There was not a piece of apparatus—not a ball, not a bat. So he called the teachers together and started in with his funds and some of his friends and he equipped that playground.

Then the idea grew with him, as it had with his friend, Parker, over in Greenville. And he, in turn, started a bigger movement and acquired a six acre park, in which they are developing a field house, swimming pool and many other facilities for a real, adequate recreational outdoor center, which they hope to make one of the model centers for colored people in the South. He, again, called on the national association.

Now, just a few words from T. S. Settle.

My subject divides itself very easily into two parts—part one, the needs; part two, the methods.

I don't know that anything could be said to add to the needs as put forward by Dr. Scott. I don't see how anyone could have heard his appeal and not have been moved by it. And so I would say that I am looking into the faces of people who are every day out trying to convince someone of the need for recreational facilities in their cities. Summing it all up, just multiply by about two everything you can say about recreation in your city, in general, and you will get an idea as to the colored situation and the colored needs.

You know what the housing conditions are in the colored sections, as a rule. And, as Dr. Scott so well said, let us think of it from the standpoint of the white citizens. For our own protection, the health of the colored people means a great deal.

I didn't realize that until someone called to my attention the place where my wash-woman lived. I went out to hear a lecture by the city health officer, and he showed me some pictures of where the wash-women lived. I fired my wash-woman and sent my clothes to the laundry. It was with great difficulty, after I got married, that my wife could ever persuade me to let another colored woman take my clothes out. I have an aversion toward that today, because I know the living conditions.

And so, from the standpoint of the white man of Richmond or Cincinnati or New York or any other city, from the standpoint of the white citi-

zenship, how greatly does not the city need to provide playgrounds and recreation for its colored citizens?

Now, as to methods, may I say in the few minutes I have left that I would like to point out just three or four. This is no difficult problem, if we will just take three or four different plans.

I have helped to establish playgrounds of colored people from Tampa, Florida, almost to Duluth, Minnesota. I have worked in cities that would just boil if there was anything said about the segregation of colored people; in other cities that would boil just as hard if you said anything to the contrary. And I am looking into the faces of people today who would boil if you said either of those two things. I can see you boiling now!

So let me point out two or three methods. First, remember we have talked about the recreational needs of the colored people. We are not talking about social life and segregation and the legal rights and everything else. We are talking about the recreation of the colored people.

So often many well-meaning social workers mar their efficiency by starting out or being on the payroll of one institution and working for another. I know one time we had a district worker, working under me, to promote recreation, but she really spent most of her time promoting a certain kind of religion. It wasn't fair. She was drawing a pay check from our organization. We were paying her.

So many of us start out for recreation or education of the colored people, or something else, and the first thing we know, we are fighting all the battles of the colored race. Now if you want to start recreation, start recreation—that is an awfully big job. Let us just remember that we are talking about recreation for the colored people.

The second point is that recreation is and should be for all the people, whether they happen to be colored people, white people, Caucasians, Mongolians or what, and that the kind of recreation you and I are interested in is the public recreation system itself, just for all the people which doesn't get over-excited about the colored people or the white people or any others. Let us just start out in the commonsense way and say that we are going to provide recreation for all of the people who need it.

Now, we have a very fine guide along that line. Is the public doing anything for all the people? Yes. It is providing public schools, for example. It has its board of education, has its superintend-

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# Folk-Play Making in Dakota and in Carolina\*

By

PROFESSOR FREDERICK H. KOCH

*Director, The Carolina Playmakers*

I hardly know how I can be classified. By the grace of God, I was born in Kentucky. I was raised in Illinois. I went to college in Ohio and in Massachusetts. I did my pioneer teaching in North Dakota. I was married, also by the grace of God, in Athens—no, I take that back. I tried to be married in Athens. I met the girl there, but we couldn't get the necessary birth certificates in Greece, or in Italy, or in Germany, or in Austria. We were married just as soon as we could be, some months later, in her native state of Colorado. And now, again by the grace of God, I have gone to North Carolina—back South. My mother's cradle was rocked by a southern mammy, and I cannot but confess at this time that the blood of the south beats strong and warm in my veins. I hope you will all understand that my reason for saying this is not that I am interested primarily in locality, but because I believe honestly that the only way we can be truly national is by being loyally local.

We believe in, and must believe in, and cherish, first of all, the home-town and the home-state, before we can be nationally American. And when I talk tonight about Dakota and about Carolina it isn't that I am championing these localities above others, but only because in these localities I have been privileged to participate in a great people's movement toward self-expression in drama. And what I say tonight about North Dakota and North Carolina applies with equal force to every state in these United States.

I was much impressed with what Mr. Keppel said—and I am sure you all were—when he noted that the impulse in community art must come from the people. It cannot be superimposed upon them from the outside. Such is the story I have come to tell you tonight. I will tell it as honestly and as simply as I can. It is the story of

eighteen years of experimenting in the making of a People's Theatre—twelve years in the Northwest, and now six years in the South.

Now, my wife isn't here tonight, or I wouldn't dare talk the way I have. I hope you will forgive me if I go on informally, if I don't talk as a college professor, if I tell you from my heart, as well as I can, the things I have experienced in the making of a native drama.

It was eighteen years ago, in June, 1906, that I toured eight hundred miles over the prairies of Dakota with a company of college boys and girls. We played Sheridan's fine old comedy, *The Rivals*. When I went to Dakota as an instructor in English—at the bottom of the faculty, of course (there was only one other man in the department, so I wasn't so far down!)—I asked them, "What kind of plays have you been putting on here?"

They said, very proudly, "Last year we did at commencement, *The Merchant of Venice*, Up-to-Date."

"Up-to-date?" I said. "What is that?"

"Oh, we had a lot of hits in it, on the faculty!"

At first I was much chastened in my enthusiasm for dramatic arts in North Dakota, but the more I got to thinking about it, the more I thought, "Why, that's right. Let's be 'up-to-date.'" And I thought of how much Shakespeare we have been teaching in our schools and colleges that is not "up-to-date," and has no contact with life.

I learned to know the living Shakespeare from those boys and girls out there on the prairie—although I had the best course in Shakespeare in this country, I guess, with Professor Kittredge at Harvard. Think of a sophomore boy popping up out of a class in *Hamlet* one day, with the question, "Professor, what is the good of studying *Hamlet* anyhow?" I had never thought of that before. But wasn't that a leading question?

I think we teachers ought to ask ourselves that

\*A stenographic report of an address given at the Recreation Congress, Atlantic City, October 17, 1924. The address was illustrated with stereopticon slides of original productions of folk-plays and pageants of The Dakota Playmakers and The Carolina Playmakers.

question frequently. What is the good of presenting this thing to that boy out there? What will it mean to him after he finishes his course, and goes out into life?

It is to that attitude of the young, strong men and women of the prairies, these upright boys and girls, representing seventeen or eighteen nationalities—a fine pioneer stock—it is to this challenge of the boys and girls in Dakota that I owe more than to any other single influence in my life as a teacher. "What is the good of studying *Hamlet* anyhow?"

Well, I learned to know, and they learned to know. And tonight I have a number of pictures to show you (things of real beauty) of the Shakespeare that these boys and girls themselves created out there on the prairies. I think you will agree with me when you see them. They learned that Shakespeare was good for them.

#### MAKING A PEOPLE'S THEATRE

I feel almost uncanny about this thing—The People's Theatre. It is surging up all around us. I think, honestly, we are witnessing the beginnings of a real dramatic renaissance in America. I am sure you feel it, too, wherever you are working—West, North, East, and South.

Now, I think we ought to remember that the theatre has always been cherished by the masses of the people as a means of self-expression. We are likely to forget that the theatre, more than any other single institution perhaps, has afforded man an outlet for his deepest spiritual impulses. That is a trite thing to say, but it needs saying over, again and again.

We are likely to forget that this thing we call the theatre, and think of all too frequently in terms of vaudeville and musical comedy, is really a measure of the popular mind—of the achievement of the national consciousness.

We know that the theatre of the Greeks was an institution of patriotism and of religion. And their playwrights embodied the spirit of Hellas in enduring poetry. Always the people, when their hearts and minds become unified, when they find at last their *oneness*, then the theatre becomes the vehicle for the expression of their nationality. Witness Lope de Vega and Calderon in the golden age of Spain, of Phillip the Second. Witness Molière, the vagabond player, who toured the Provinces—or, as we now call them, "the tank-towns"—of France. Writing comic sketches for his own little troupe of play-actors, going out into the country, to the villages and towns, in

much the same way as our Carolina Playmakers are doing today. Writing these little comic sketches for himself, and his wife, and his sister-in-law, and the other players of his company. And finally breaking into Paris—into the Paris of Louis the Magnificent—this son of an upholsterer, this man of the people—to become the shining representative of French Literature—Molière! Witness the Germany of Lessing, and Schiller, and Goethe. And then Norway, with her Ibsen! Never before him had the Scandinavian people found an international voice. And, of course England, with her Shakespeare—the country boy from the tiny town down by the river—the son of a tradesman. Shakespeare!

The People's Theatre has always been the expresser of nationality. And I believe that is what is happening in America just now. You feel it pulsing out there in your own locality—this dramatic instinct, deep in every child; this art in which the instrument is the human body itself. Life itself—the dramatic art which interprets life in terms of a living instrument. No wonder the theatre is irresistible!

Now, let us get away from the notion that the theatre is a building, or a company of players. It is no such thing. The theatre is in the hearts of the people.

I had the pleasure of spending some time in our Carolina mountains this summer. One day I was in a little cabin on Cedar Mountain. And I heard old Mrs. Warren sing, while the little girl played the reed organ. She sang the famous ballad of "The Lexington Murder"—a song that tells its own dramatic story of a heroic people. Zero Warren came in. The men all came into the two-room mountain home. Then Zero's wife with three children, one of them a baby in her arms.

As I said, Zero Warren came in. "How did you happen to call him Zero?" "Well, we had one boy named Cicero, and we wanted something that would rhyme with that; so we called him Zero." . . . Zero got down his banjo just as naturally as I would get out my pipe to smoke and he began picking the strings. He set all our feet going as he picked. And he sang some of the old songs, the mountain ballads—some of them going back to the England of his forefathers—to Chaucer.

Then my friend, Martha Boswell, a mountain girl, who is now writing plays down in Carolina, suggested, "Zee, now sing him some of your own songs, that you make up as you go along."

And Zee said, "Sure. How'd you like the one about the preacher?"

"Yes, that's a good one!"

So he sang the song of the preacher. "Do you know," he interpolated as he strummed the strings, "they couldn't preach their hell-fire sermons, unless they got their *fiery spirits!*"

It was raining torrents outside of that little cabin, with the geraniums on the porch. The high hills all about were shut out by the storm. Zee picked the banjo and sang the song of his own life. And he *acted* it as he sang. His face was alight, his whole body was radiant, with this thing that was in him. . . . And as I sat there on that home-made chair, I could not help thinking of the meaning of it all—old Mrs. Warren, heroic mountain mother; the little girl who had been playing the reed organ; the strong mountain men (they were *poets* too); the young mother and her clear-eyed children, the baby now cuddled on the bed fast asleep for all the banjo-playing and the vociferous music. . . .

#### A LIVING DRAMA

And I thought, "Is there a show in New York as good as this one? Is there anything that I can see in a Broadway theatre for three dollars

and thirty cents, or even for five dollars and fifty cents, that is as genuinely entertaining as this show right here?"

How interesting life is all around us if we only see it. And I guess that is the text of what I have to say to you this evening, and of the pictures that I have to show you. How interesting human nature is, and how interesting life is, and how wonderful it is to have a feeling that *you* are the means of expressing life through your own human instrument, of creating something with your own body.

That is the theatre—the theatre of the people—in the hearts of the people. It is the theatre of the Passion Players in Oberammergau. It is the theatre that gave Molière and Shakespeare. And the reason I believe that we have so much to hope for the dramatic expression of our American life now is that *the theatre has gone back to the people*.

Years ago, in Dakota, Walter Prichard Eaton wrote me, and I shall never cease to be grateful to him for one sentence in that letter. He said, "The theatre is today in the hands of the amateurs." Because the theatre is today in the hands of the amateurs. I believe there is hope for the forming of a drama which will be truly national.

## An Inexpensive Hard Surface Play Court

FOR SCHOOLS, PLAYGROUNDS AND PARKS PROVIDING FOR TENNIS, BASKETBALL, VOLLEY BALL, GAMES AND OTHER SPORTS

The Department of Physical Education of the George Peabody College for Teachers, Nashville, Tennessee, has issued a bulletin prepared by Dr. A. D. Browne which makes a strong plea for conducting physical training activities out-of-doors throughout the entire year and suggests methods of securing a hard playing surface at a cost within the means of almost every school in the South. Dr. Browne in his bulletin gives the following data:

#### *Advantages of a Hard Surface Play Court*

A hard surface court can be used the entire year; it is not muddy in the rainy season, slushy in the thawing season or dusty in the dry season. Its surface is even and lasting and its field marks painted in white paint are durable.

The outdoor hard play surface has the following advantages over the indoor court. The initial

cost is low—less than 21c a square yard; there is no expenditure for upkeep, heat, light, ventilation, humidifier, equipment, repairs or janitor service, and playing out-of-doors means more sunshine, less dust and a more invigorating atmosphere. The following types of exercise may be satisfactorily carried on in connection with hard surface courts: tennis, basketball, volley ball, captain ball, athletic events, play and games, calisthenics and rhythmical exercises.

#### *Instructions for Making Surface*

The area of the play court described is 50 by 100 feet. The estimated total cost of surface at Nashville prices is \$119.

To make the play court grade the surface of the ground, rolling with a 200- to 800-pound roller, being careful that the rolling shall proceed toward the centre from each side. Spread evenly level

bed gravel in a quantity to produce the thickness of one to two inches after rolling. In spreading care should be taken to preserve the grade and give a slight crown to the surface. Fill in all depressions and remove humps. If the level gravel is too coarse, the voids should be filled in with finer materials or screenings.

After the surface has stood until it is thoroughly dried, it is ready for the hard oil or asphalt road oil. In applying the oil use less than one-half gallon heated to a temperature of 250 degrees and apply to every square yard by means of a gardener's sprinkling can, the spout of which has been flattened. After the application of the hot oil, cover the surface uniformly with yellow or white sand or fine slag-chip. The approximate amount of covering sand required is one cubic yard to 280 square yards of surface. After this process the surface should be rolled and allowed to remain unused for three days in order for the oil to take in the sand. After three weeks during which period the court may be used, remove the superfluous sand with a broom. If the hot sun should soften the surface in spots or if the surface should "bleed" oil, apply a thin layer of sand. Do not allow surface water to drain under the court in a country with a freezing climate and keep a little hard oil and sand on hand for repairing cracks and worn spots.

A heater for heating the oil can usually be borrowed from the city or county highway departments or from roofing and building contractors. A fifty-gallon iron kettle is satisfactory for heating the oil.

#### *Cost of Materials and Labor at Nashville Prices\**

Size of court, 50x100 ft.—555 sq. yds.	
15 cu. yds. "river gravel" @ \$3.50.....	\$52.50
2 cu. yds. of sand @ 3.50.....	7.00
277 gallons hard oil @ .08½.....	23.00
Labor : 2 men 6 days at \$3 a day each....	36.00
	—
	\$119.00

#### *Estimated Cost of Equipment for Play Court Program*

1 pair of basketball goals .....	\$6.00
1 pair of basketball backstops .....	10.00
1 tennis net .....	4.50
Tennis and volley ball standards .....	2.00
Painting game lines on court .....	6.00
	—
	\$28.50

\*Costs will, of course, vary according to local conditions. It is possible that some communities may be able to buy gravel and sand and employ laborers at lower prices than those quoted.

#### *Specifications for Equipment*

**Basketball**—Erect at the middle of each end of the field goal and backstops. The backstops may be made of pine 4 feet by 6 feet. The post should be made 4 in. by 4 in. by 16 ft. Bolt the goal to the backstop at a distance of 10 feet above the surface of the court.

**Volley Ball and Tennis**—Erect a 4 in. by 4 in. post in the middle of each court, leaving 9 feet out of the ground. Screw into the post on side next to court large screw hooks for volley ball net 8 feet high and for tennis net 3 feet 6 inches high.

**Lines on Court**—Paint all lines on court with water paint, 2 inch wide lines for tennis, and some other light color for basketball. The outside tennis court lines may be used for volley ball boundary lines.

#### Activities in Montreal

The Parks and Playgrounds Association of Montreal last summer conducted ten playgrounds with a varied program. At Victoria playground there were weekly picnics in the nearby country, followed by a singsong on the playground in the late evening. The most popular event at the Dufferin was the community picnic, now an annual event, attended by four hundred children and mothers. At Hibernia as many as nine hundred spectators watched the evening baseball games. A library of five hundred volumes is in constant use. Macdonald playground had a unique event in a demonstration of French ballad singing and circle games.

Similarly, at the other grounds special events made the summer program of keen interest to children and adults.

Basketball, hockey and skating rinks are important features of the winter program. The City of Verdun has appropriated \$550 to the Montreal Parks and Playgrounds Association to provide leadership for the Verdun playground.

**A New Recreation Department.**—On September the sixteenth the Steubenville, Ohio, City Council unanimously passed an ordinance creating a Recreation Board of five members. There is an appropriation of \$6,000 for the use of this Board, and when this appropriation has been approved by the Budget Commission, Steubenville will be in a position to initiate a year-round recreation system.

## "The Dreamer's Gift to the City of Steel"

Youngstown, Ohio, is a typical industrial city with immense steel works, and with thousands of steel employees. Youngstown has, however, a splendid park of the natural kind, miles in extent, with hills and rolling lands, with trees and shrubbery, a lake with a bathing beach of white sand, and a gently flowing river. The significant thing is that this great park, so beautiful an asset for the city of Steel, is in essence the gift of a poor man. He lived, as did the others, in an ordinary house, amidst the grime and congestion of the city. But he loved nature; he knew the woods and rivers in the vicinity of Youngstown; and he dreamed of joy for the thousands of tired workers if only they could get to these woods and hills and nature. He tried to interest the rich people in buying or giving some of these natural beauties to the city as a park. They laughed. Finally, with his own small savings, he bought a bit of land in the woods, and built himself there a cabin, where he lived and saved, until he was able to buy two more small parcels of land, making their beauty his own. He got authorization from the State Legislature and formed a county park commission. He interested gifted landscape artists to stop on their way through the city and suggest plans for roads, pavilions and vistas.

He got options on more and more land; then he opened up this land and this beauty of his for the people of the city to see and use, and finally the city itself bought his land and a lot more, comprising the present magnificent park. By using his options, which he turned over to the city, the city saved thousands of dollars. And the dreamer thought his dream had come true.

But one more crisis remained to be passed. The industry of the City of Steel wanted the land for power, and proposed to dam the river, under a large reservoir of the park land. A majority of the city fathers were convinced that this plan should be adopted, and it was voted to do it. But the dreamer, now old and feeble, made a big final effort to save his and the city's park. He cut up pieces of cloth into long strips, fastened them together and climbing trees in the lowlands along the river banks, fastened these strips on the trees at the height at which the water would stand when the dam was completed. The visualization of what the dam would mean reached the people. They actually saw what was to happen to the

beauty that was theirs and they rose in their might, to force the city to reverse its decision and secure its industrial power some other way—to save for the people of the city their park, its beaches, its trees, its river, its beauty.

The dreamer died. The city honored him at his death, children contributed their pennies to erect at the entrance to the park a simple shaft, women's clubs combined to provide a beautiful setting of green. The tablet reads, The Dreamer's Gift to the City of Steel.

## An Outdoor Sports Carnival

On the evening of October 22 the Bureau of Recreation of the Department of Parks, New York City, of which James V. Mulholland is Supervisor, held at Hamilton Fish Park Playground a successful outdoor carnival.

The program of the carnival included roller skating, exhibitions of tumbling, apparatus work, novelty pair and figure skating, a health clown act, moving pictures and a band concert. Eliminations had previously been held in all of the park playgrounds of the city, the winners taking part in the carnival. Health films were shown depicting the importance and benefits of outdoor recreation for children and adults, and the activities of the Bureau of Recreation were also shown. Ten thousand attended this carnival in which the New York Tuberculosis Association and the Department of Street Cleaning cooperated.

The program was as follows:

1. *Star Spangled Banner*
2. Parade of the skaters
3. Pair skating
4. 440-yard heats for boys
5. 220-yard heats for girls
6. Roller skating clown act—courtesy of the New York Tuberculosis Association
7. 880-yard heats for men
8. 440-yard heats for women
9. Semi-finals of 440-yard race for boys
10. Semi-finals of 220-yard race for girls
11. Tumbling act—East 54th Street Gymnasium Team
12. Finals of 440-yard race for boys
13. Finals of 220-yard race for girls
14. Novelty skating act—By Mr. and Mrs. J. Sullivan
15. Finals of 880-yard race for men
16. Finals of 440-yard race for women
17. Presentation of prizes
18. Free skating

## Helping a County's Recreational Life

By

GEORGE W. BRADEN

*Special Representative, Western Division, Playground and Recreation Association of America,  
Pasadena, California*

There is an interesting story of playground and recreational development at Rushville, Illinois, to which Miss Ellen B. Scripps, of La Jolla, California, member of the Board of Directors of the Playground and Recreation Association of America, has been the chief contributor.

Away back in the '40's Miss Scripps' father, James Mogg Scripps, emigrated from England with his family and bought a farm of eighty acres just outside the city of Rushville. From this little Illinois farm went out in later years young people who have played a large part in extending and popularizing afternoon newspapers in the United States. The great United Press, which supplies telegraph service to over seven hundred newspapers, the Scripps-Howard newspapers extending from coast to coast, and the Scripps-Booth papers in Michigan are among the fruitage of that small Illinois farm.

Rushville, the county seat of Schuyler County, was a typical agricultural city without any community center or recreational life. Miss Scripps had the vision that that farm should become the playground and recreational center not only of the community but of the whole county. Some of the heirs left their interests to the city. Miss Scripps acquired the interests of others. In the wills of James E. Scripps and E. Virginia Scripps, money was given for the development of the land and Miss Scripps' brothers, E. W. and F. T. Scripps, also contributed funds for the development. Miss Scripps had erected a fine community house called "The Virginia" in memory of her deceased sister. This community house and park were formally opened last October and they have revolutionized the life not merely of the city but the county. A fine children's playground has been installed and there are an athletic field, a nine-hole golf course, a small dam and a number of beautiful picnic grounds under fine old trees beside a running brook. The best part of it is that the facilities are being used and are

stimulating community life and recreational interest in a district where it was greatly needed. The city is making an annual tax levy for its support and Miss Scripps has provided for duplicating the amount raised by taxation.

## Lighting for Amateur Productions

By

MABEL F. HOBBS

*Drama Consultant, Playground and Recreation Association of America, New York City*

Light is used mainly for color, for light, and as a factor in the interpretation of the play. The most beautiful scenery, the most exquisite costumes can be utterly ruined by throwing the wrong color of light on them. For instance, we have all admired the deep blue curtains so often used in cycloramas. Under a yellow light, this deep blue appears a slate green; a red appears orange; a green, yellowish green. To destroy the effect completely or to enhance the beauty of the scenes by the proper combination of color is within the range of possibilities.

A group of children presented a short Christmas play. There had been no conference between the dramatic director and the costume director. The only available lights were a few amber and rose footlights. The children appears costumed in blue, violet, and pink. The amber light was turned on and the result was disastrous.

With proper lighting equipment inexpensive material may be used for costumes and draperies. For instance, unbleached cotton if well lighted makes splendid costumes, but means very little without light. Light color with color. Colored light is of little value except when thrown on color.

There are two methods of obtaining colored light. One, by the use of colored gelatine sheets, commercially termed gelatine mediums, which are 19 x 21 inches in size, and may be procured at a cost of 20 cents a sheet. The other method is to dye the lamps with a scientifically prepared solution called Colorine, the cost of which is about \$3.00 per quart. (See note for source of supply.)

The three primary light colors are red, green, and blue. These primary colors used with proportions equalized will result in perfect daylight.

Blue gives very little light; green a little more, and yellow most of all. Straw, amber, and rose as a combination give the strongest light. Dark blue gives practically no light and is used principally for color.

Dark red gives little light. It is used principally for color, i. e., while red is an excellent medium for firelight as far as color is concerned, it is well to mix a little amber for the purpose of light. Magenta also is used for firelight glow. Deep amber is best to simulate flame.

Steel blue or light green are the best mediums for moonlight. If make-up is used, the actor should use dead white with very light scarlet on the lips. If heavily made-up, the green light will make dark blotches on the face. Color does not show under moonlight. For instance, flowers become a neutral color under moonlight.

Violet thrown on rose or red intensifies and produces a wonderful effect. Violet light is very beautiful on blue or green curtains. This medium is especially effective in bringing out red and blue colors.

Medium blue and peacock blue are used to light background. Dark green may be used for mysterious scenes.

Magenta produces beautiful sunrise and late afternoon sunset effects.

A weird effect is obtained by crossing a green and magenta light; e. g., place a green medium in the spot on one side of the stage and magenta in the spot on the other crossing it at an angle of 45 degrees.

Cross red and green to obtain yellow shadows.

Blue and violet crossed create wonderful green shadows on background. Also cross rose and violet for green shadows.

Straw which is softer than white light does not kill color in costumes as amber does, and may be used in footlights. Frost is also softer than white light and may be used when no color is desired.

The best lighting for the face is at an angle of 45 degrees. The balcony lights from the theatre light the faces at this angle. A light directly at face level gives a flat appearance. Footlights are for reflecting lights and to kill shadows on the face. When footlights only are used the people appear short and dumpy. Amber and rose are the best mediums for face lighting.

Early morning light strikes the upper part of the room, mid-morning a little lower and late afternoon at window-sill level. Moonlight is a

shaft of light pointing downward striking the floor.

Gauze hung about a foot from the back drop with the light between the back drop and the gauze, will give great distance.

A brilliant glare should never come from sources such as a lamp on a table or light on a wall. A low power bulb should be used and not depended upon for actual illumination of the scene.

#### *Draperies*

A more satisfactory result is obtained from lighting hand dyed material than from lighting manufactured material. The latter is flat and even, and lacks the interesting feeling which is given, when colored light is thrown on material of broken dye. If it is possible to have but one curtain, gray can be used to a slightly better advantage in setting interiors. A blue or gray curtain may be lighted by the following mediums: white, violet, rose, peacock blue, medium blue, steel blue.

#### *Shadows*

Care should be taken that shadows do not appear on the sky. A play has often been made ludicrous by the sight of the actors marching across the sky. The only way to kill a shadow is to throw a light against it. If the sky is not lighted with as much power as used in the footlights and borders, shadows are bound to occur. It is more satisfactory to light the sky independently. This may be done by a spot thrown from the rear of the room or by a border overhead and a trough of lights at the bottom. Shadows should of course appear where they rationally belong, as on the floor or the wall of the room. Shadows naturally are cast away from the light. Moderate, in *The Theatre of Today*, says: "It is the shadows, the nooks and crannies of light and shade, that show a figure to be solid and plastic."

#### *Dramatic Expression*

Lighting must be studied in connection with the symbolism and psychology of the play for through this medium the effectiveness of the production will be emphasized and developed.

Following are statements by well known writers indicating their opinion of the value of the intelligent use of lighting in play production:

Irving Pichel—*On Building a Theatre*

"Light, in the theater, then: (1) illuminates the stage and actors; (2) states hour, season,

and weather, through suggestion of the light effects in nature; (3) helps paint the scene (stage picture) by manipulation of masses of light and shadow and by heightening color values; (4) lends relief to the actors and to the plastic elements of the scene; and (5) helps act the play, by symbolizing its meanings and reinforcing its psychology."

Kenneth Macgowan—*The Theatre of Tomorrow*

"Light is the heart of the stage picture. In the hands of the artist it is more important than the brush. Light can make drama in a void. And light has been the last discovery of our theatre."

Hiram K. Moderwell—*The Theatre of Today*

"For true lighting is that which makes solid figures plastic. It is this sort of light which we feel to be LIGHT, and not mere illumination, and which does the work of light in the real world. . . . He would have the background always in harmony with the action and unobtrusively expressive of it, so that the action can be thrown into the foreground and the actors work with and not against their scenic environment. . . . There is a living principle in lighting second only to that of the actor himself. And under good lighting even the rocks and stones seem to burst into song."

#### *Equipment*

Deep bowl steel reflectors equipped with a high power light will serve the purpose of bunch or open box lamps. Large jelly molds painted white will serve as excellent reflectors. Green shades lined with white will also answer this purpose.

An open box flood can be made by lining a box with zinc and equipping it with about ten 100 watt bulbs.

Metal frames for holding gelatine mediums may easily be made by anyone adept in cutting tin. However, most groups prefer to purchase these as the charge for them is only 25 cents each. (See note for sources.)

Stage effects, such as clouds, stars, can only be obtained through projection. They cannot be obtained without a lens. A stereopticon machine will sometimes serve as a substitute for a spot lamp. A motion picture machine and auto windshield lights may also be used for this purpose. The size of the spot can be controlled by using diaphragms to cut off the light. An unusual effect may be obtained by using a diaphragm cut

with ragged edges. Apparatus for producing effects can be rented at a moderate charge.

#### *Lamps*

Mazda B (Vacuum) lamps can be burned in any position. They are usually used in foots, especially when dipped for color. Do not use over 60 watts in foots—usually 40 watts.

Mazda C gas-filled, cannot be used for dipping as the heat is localized in the bulb and the color will quickly burn off. Mazda C from 50 to 200 watts can be burned in any position.

Mazda C—250 watts universal burning concentrated filament is the lamp for projection purposes such as used in Baby Hercules, Baby Spots. These must be burned tip up. 300 to 1000 watts must be burned with tip down.

#### *Sources from which lighting material may be obtained*

Chicago Stage Lighting Co., 112 North LaSalle Street, Chicago, Ill.

Display Stage Lighting Co., Inc., 334 West 44th Street, New York City.

Kliegel Brothers, 321 West 50th Street, New York City.

Pevear Color Specialty Co., 71 Brimmer Street, Boston, Mass.

New York Calcium Light Co., 449 West 53rd Street, New York City.

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## How to Live Long and Enjoy Life

By H. H. LAYBURN

#### (Extracts)

Live out of doors as much as you can.  
Be companionable with yourself as well as others.

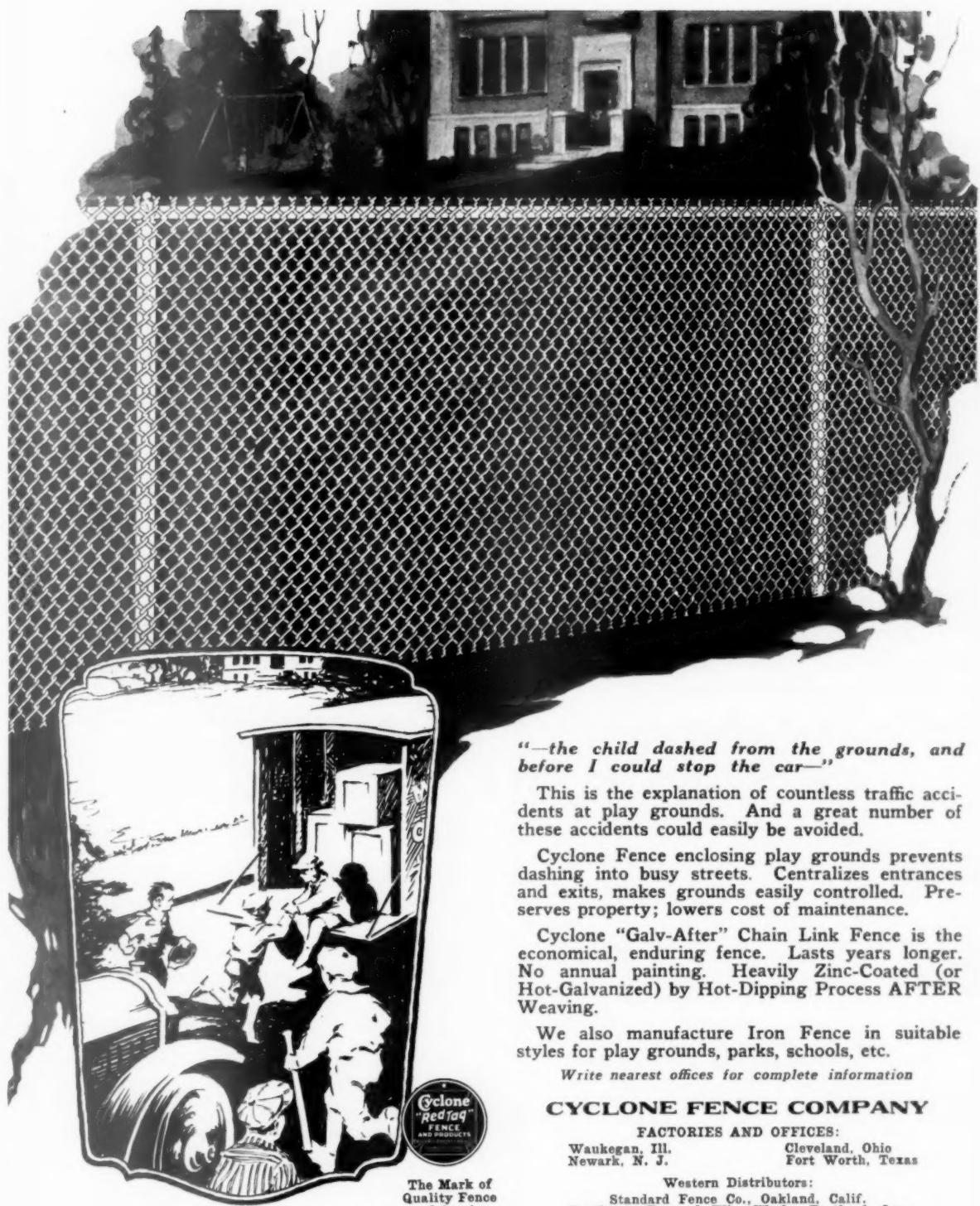
Do not be overserious. Have a sense of humor.  
Laugh heartily at least once a day.

Have a hobby. Play keeps you young and nimble. Be cheerful. Do not worry. It is a joy to live and each individual should get the most out of life.

Take exercise so as to keep your blood moving.

(Copyright, by Henry H. Layburn)

*The Kiwanis Magazine, September, 1924*



*"—the child dashed from the grounds, and before I could stop the car—"*

This is the explanation of countless traffic accidents at play grounds. And a great number of these accidents could easily be avoided.

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## The Question Box

Question: We have had so many game parties of the usual type we are anxious to vary the program with something a little novel. What have you to suggest?

Answer: A rather amusing idea for an evening's entertainment is an "auto social." Here are some suggestions for one:

Invitation.—(1) "We auto have a good time at our auto social, and you auto come. Friday evening (Time) —(Place)"—Write this invitation on the back of a cut-out of an automobile. (2) Another type of invitation might be worked out in this fashion: Tie typewritten invitations to life-saver mints with the following inscription: "There'll be a big blowout at —— Friday evening, 8 o'clock. Don't be too tired to come. You'll re-tire feeling better for the good time."

Divide the guests on arrival into several groups, naming the groups after well-known makes of automobiles, such as Ford, Dodge, Studebaker, Hudson, etc. The number of groups will depend on the size of your crowd. With a small crowd two groups will be plenty. Let each group select a leader and get up a yell to be used during the progress of the evening's fun. Appoint three judges.

The groups will then engage in the following events:

(1) Assembling the Car.—Each group is given paper and pencil and told to make as many words as possible out of the word "automobile," each group making one list for the entire group.

(2) Filling the Radiator.—A girl and a boy represent each group. They are seated, and the girl gives the boy a glass of water, spoonful at a time.

(3) Hanging Up the Side Curtains.—Hang a small picture of an auto on the wall. Blindfold a representative of each group and let them pin a small strip of cloth as near the auto as possible. The one getting his strip nearest right wins.

(4) A Blow Out.—One contestant for each car. Have quart Mason jars one-fourth full of downy feathers. The contestants must hold the jars upright and endeavor to blow all the feathers out. The first one to accomplish this feat and yell the name of his car wins.

(5) Changing a Tire.—(1) Each group is represented by a man. These contestants at the given signal must remove coat, vest, necktie and collar and put them on again. (2) Have four contestants for each group. Provide each group with a barrel hoop. At the given signal the first person in each group passes the hoop down over the entire body, steps out, and hands it to the next teammate, who goes through the same process, and so on until all on the team have finished. The final player in the group must shout the name of his car when he finishes.

(6) Backing Up.—One representative for each group. Contestants get on all fours, toeing a mark. At the signal to go they travel backward to a given line. The first to reach this line with hands wins.

(7) Auto Race.—One representative for each group. Place five peanuts in a row for each contestant. These must be picked up one at a time on a knife and carried back to a small basket or to a chair.

A prize may be given to the group scoring the largest number of points.

Refreshments—Good Rich Tires (doughnuts) and Gas (lemonade or punch).

Decorations.—Old tires may be hung about the room. Placards, too, may be used effectively. The refreshment stand could be placarded, "Gasoline Station. Hot air free." Then about the room may be placed other placards that read: "Stop! Look! and Listen!" "Speed Up! You'll Block the Traffic." "Sharp Curve Ahead! Toot Your Horn!" "Give Her the Gas, You're Losing Time!" "Don't Park Here!" "Drive Your Grouch into the Garage and Lock the Garage!"—Exchange

In connection with this party you may wish to make use of some of the singing games suggested in *Twice 55 Games with Music*. In this inexpensive booklet directions are given for such games as *We Won't Go Home Until Morning*, *Jingle Bells*, *Rig-a-jig-jig* and the *Virginia Reel*. Birchard Co., Boston, publishers. \$1.10.

## Legislation for Parks and Recreation Spaces

(Continued from page 580)

assessment only an approximation to the amount of benefit. The extra expense is always present. The costs of condemnation often constitute a greater portion of the assessment than the awards for the land taken.

These are facts that must be faced if assessments for benefit are employed. Experience shows that in some cities these obstacles paralyze action, and in others they are overcome only with great effort and for an uncertain period.

The objections to the automatic plan outlined in the last chapter should be scrutinized. If play-parks produced by this plan are small, they will be correspondingly close together. Small children will be better accommodated. They will not have to cross dangerous streets so frequently as if the play-parks were larger and further apart. Developers cannot place play-parks carelessly for it will be to their interest to make them increase the selling price of their building lots. There will be a tendency to set aside interior lots. Good play-park authorities approve this. The children are safer from street dangers, and a fair degree of supervision is practicable. Large subdivisions would often contain larger play-parks which possibly might be used for athletic fields. A considerable amount of negotiation and co-operation would take place between contiguous developers and also between them and the public authorities. This might produce in many cases a fair approximation toward a scientific arrangement.

The authorities should allow a large degree of latitude to the developer in determining the location and form of his play-park. It would be oppressive if public authorities should delay the approval of plats until their preferences were complied with. Although like streets play-parks will ultimately fall into public ownership, they have a private character to a greater extent than streets. Play-park requirements should be looked upon somewhat like zoning regulations which require courts and yards but leave great latitude to the builder as to their location and distribution.

Although falling short of perfection, the plan here presented has one great advantage. It will produce play-parks at the right time—the time of beginning a development and before the land is built over.



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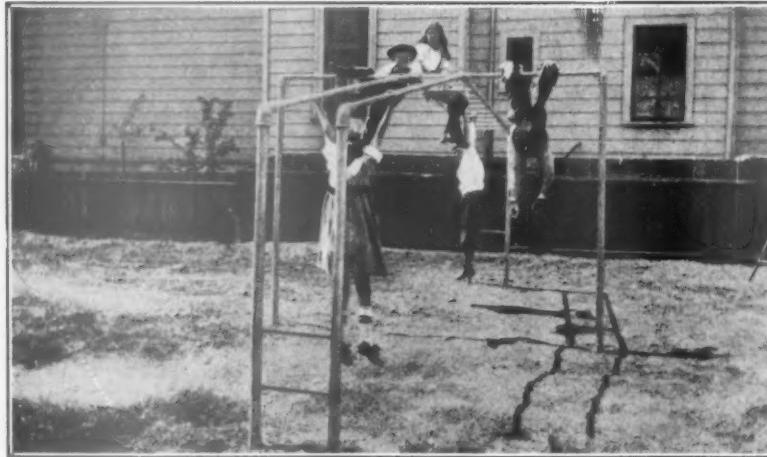
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#### SOLUTION NOT ADAPTED TO LAND ACTUALLY ORGANIZED FOR CLOSE HABITATION

It would not be reasonable to compel owners of land abutting on city and village streets to prepare and file a plat showing play-parks. The man who buys 80 feet frontage, placing his house on 40 feet, should not be prevented from selling his vacant 40 feet, neither should he be compelled to set aside a play-park. Similarly the purchaser of fifteen 20-foot lots would be distressed if he found that a law had been passed preventing him from selling off two of them without filing a plat and setting aside a play-park. If he were compelled to have the plat approved by the city, he might lose his sale because of the delay. Such a law probably never would be passed and it would be intolerable if passed.

Let us consider the case of the present owner of an entire block. If he must set aside a play-park before he can sell lots, he must carve it out of the center, take a corner, or set aside a plot of inside lots. He would not choose a corner. If the block were 200 feet wide, he could not choose the center as it would make his lots too shallow for building. There would be nothing left for him to do but set aside a plot of inside lots

regardless of their adaptability for play-parks.

Accordingly it becomes apparent that the kind of regulation which is adapted to produce play-parks in outlying and unorganized land, would be intolerable if applied to land already laid out in blocks for dwellings. Even if streets shown on official city maps or on approved and filed plats have not been opened, such regulation would be intolerable. In the case of unorganized land—land outside of cities which is gradually developing from farm lands into building lots—this kind of regulation would be appropriate. Like many instances of correct regional planning, it applies to unorganized land as such land can without hardship be adapted to comprehensive community development.

It may be said that even in country districts the existing highways are like streets and this fact should prevent the compulsory platting of subdivisions. These highways, however, are nearly always too narrow for streets, and plats offered for approval should show the highways in a widened form.

#### TENTATIVE CONCLUSIONS

- (1) State statutes should require developers to file plats in the proper official recording offices.

(2) These statutes should provide that no plat showing new streets can be so filed unless play-parks comprising at least (some figure between 8% and 12%) outside of street-space are shown thereon.

(3) These statutes should explicitly permit the owner, if he wishes, to make a notation on his plat to the effect that the play-parks are not offered for dedication.

(4) Such play-parks, whether offered for dedication or not, should be exempted from taxation.

(5) In areas already built up, the municipality should purchase well located play-parks with public funds (the same as school sites).

**Taking Drama into the Neighborhood—** Cincinnati Community Service has devised a traveling theater which goes from neighborhood to neighborhood. From the windows of their houses people can look down on the play. Every night an entertainment is given in one of the eight play streets which Community Service is conducting. The total attendance for the first eight nights was approximately 8,000 people, with the audience about equally divided between children and adults.

The equipment consists of a three-quarter ton truck on which has been constructed a folding platform giving a stage 18 feet wide by 12 feet deep. The scenic background consists of sections of compo board 6 feet wide and 10 feet high. The power for the footlights, sidelights and motion picture machine is supplied by the Union Gas and Electric Company, which sends a "trouble man" every evening to make the proper connection with the electric street wires. The approximate cost per night, including the driver, helper, cost of gas, electricity and broken bulbs, is about \$5.

The usual program consists of dancing by students from the various dancing schools, vocal and instrumental music from the conservatory and college, one-act plays supplied by students from the School of Expression and the Dramatic Department of the High School, humorous readings of monologues, and an educational and comic movie. Two volunteers have been discovered who play the saw phone or music saw, and one man has given a performance on what he calls a cheroot-sola, a cigar box made over into something which resembles a Chinese violin. The artists are business men, manufacturers, students, shop-girls and professional actors.



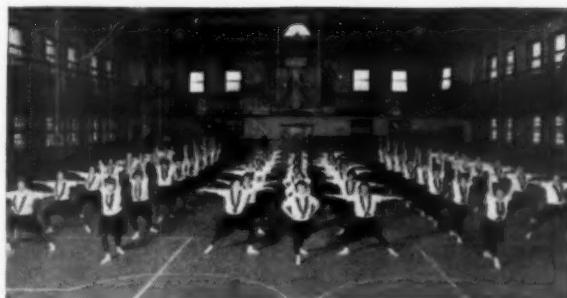
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## Recreation for Colored Citizens

(Continued from page 598)

ent of schools. If there is any large number of colored people, it has its white schools, colored schools, white staff of trained workers, colored staff of trained workers. And all of them are supported by public taxation and supervised by the superintendent of schools. So we have a very fine analogy there. And if we will start out in the same way and provide playgrounds and recreation systems for the colored people, we can't go very far wrong.

Another method is getting colored advisors. I was a Southern white man. My grandfather did own a lot of slaves. Probably I knew about it more than anyone on our national staff. But when I wanted to help start the work in Richmond or in Greenville, and certainly when I wanted to start it in Philadelphia and in Boston, I turned to somebody who knew what the colored people wanted. I got Professor Attwell and Dr. Scott. Then when we got ready to open a colored club or playground, we got colored people and put them in charge of it.

Now then, the final system—and that is what we need to really put this over—is more people like Thomas Parker, whose letter I read to you a while ago—people in every community who first get generally interested in this thing, and, second, get out and work for it and put it over.

There is no particular opposition to recreation and playgrounds for colored people. And I would like to go a little further than Dr. Scott. I think the adults are children, too. A great many of them can't read and write and they have very inadequate facilities for recreation. So I will put it in for these grown children—that is what most of them are. We need that to put it over.

It is not opposition that we have to overcome so much as it is indifference and neglect. We need the right man at the right place, who believes in this and has the courage and will stand up and say, "Well, let's give the colored people their share, too. If the pro rata part is four playgrounds for white people and two for colored, let us give the colored people their two instead of giving the white people four and the colored people none."

That is very simple, but those are the kind of problems we have got to solve. And as I look

over this audience, I think of the young woman who went to Thomas Parker and got him lined up and interested in this thing and thinking about the colored people in his own Southern town. Then I look at you executives, and I want to ask you if you cannot go back home and line up the right people. That is your great job,—not so much doing it yourself, but to line up the right people in every community who will bring to the colored people and to all other people of the community this "life more abundant" that Joseph Lee spoke so splendidly of last night.

\* \* \*

The presentation of activities for colored citizens at the general session aroused so much interest that on the following morning about thirty delegates came together at an unscheduled section meeting for further discussion.

The work of the United States Steel Corporation at Duquesne, Pennsylvania, was described with its program of recreation education and health among colored workmen. This program is conducted under colored leadership and a small measure of self-support is attempted.

Mr. E. T. Attwell, Field Director of Bureau of Colored Work, Community Service, stated that as a rule industrial recreation for colored people is confined to athletics and that inter-plant competition between white and colored workers is usually satisfactory if conducted between organized teams and with organized games or track meets. Mr. Attwell, however, stated that he does not favor boxing contests. The question of the separation of the colored race in public school athletics was discussed. Mr. Attwell stated that he could find no justification for such separation in school systems when it occurs in that one field alone.

The need for organized leadership of the colored people and for responsibility for the program in recreation was stressed. Not only a central committee but activities committees to carry on the program are necessary for success. In recognition of this principle the Playground and Recreation Association of America, Mr. Attwell announced, has colored organizers available to local communities. Mention was made of the development of a spirit of service on the colored playgrounds of Chicago by the installation of radio sets in hospitals and private residences by the playground boys.



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## Book Reviews

MOTOR ABILITY TESTS Published by the American Physical Education Association, Springfield, Mass.

In these tests the National Committee of the American Physical Education Association has recommended a new method of motivating and measuring physical education activities, particularly the games, the free exercises and the apparatus exercises. The tests afford a wide range of activity, including free exercises without use of hand apparatus, calisthenics with use of hand apparatus, marching, dancing, track and field athletics, team game activities, apparatus exercises, tumbling and swimming. The tests are planned to measure the fundamental, big-muscle, motor skills, roughly from the 6th to the 24th year. They should stimulate and supplement the regular class work and they can, if wisely used, measure the efficiency of the teaching.

CLOG AND CHARACTER DANCES by Helen Frost Published by A. S. Barnes and Company, New York City Price \$2.60

"Clog and character dancing," says Miss Frost in her foreword, "has its place in education as a wholesome means of expression. The clog dance is as old, if not older, than the folk dance; its development has been unrecorded, but reference to it is made in all complete historic studies of dancing. Through pantomime, tapping and limping step, the clog dance develops a response to music that is joyous and satisfying. It appeals to all ages, and since relaxation and perfected balance are the basis of its practice, physical well-being is assured."

The dances described in this book, which is supplementary to Miss Frost's *Clog Dance Book*, are arranged in order of difficulty. In addition to the detailed description, the book contains music for each dance and a number of photographs showing positions and steps.

### A NEW PHYSICAL EDUCATION SYLLABUS

In July, 1924, Dr. Guy C. Throner, at that time State Supervisor of Physical Education in Virginia, issued a state course of study in physical education for high schools. This syllabus contains much valuable information on general principles of organization and administration of physical education in high schools, marching, gymnastics, general athletics and interscholastic athletics. Special stress is laid on athletics for girls and the need for women coaches. Directions are given for playing a number of games.

THE WHY AND HOW OF GROUP DISCUSSION by Harrison Sacket Elliott Published by Association Press, 347 Madison Avenue, New York City Price \$.25

A very interesting method for conducting group discussion, or group thinking as it should be considered, is outlined in this booklet which analyzes the elements involved in group discussion, its purpose and the steps to be taken in reaching the objective of decision and action. The five steps involved in significant group thinking, if it is to be the "instrument of democracy" are as follows:

First, the question must grow out of a real, live situation and be a common one for the group.

Second, there must be commonly felt difficulties or problems or decisions growing out of the situation. The issues must be understood and felt keenly.

Third, the group will wish to search for a solution of the problem. This involves suggestions as to possible solution, examination of the suggestions and the evaluating of them on the basis of practicability and desirability.

The fourth step is for the group to come to a decision as to what they want to stand for.

Fifth, the group must plan together for carrying it out.

Suggestions are offered regarding the function of the chairman in putting issues before the group, in keeping the discussion to the point and seeing that it proceeds from point to point, in getting people into the discussion and in summarizing the facts presented.

THE WATER SUPPLY FOR SWIMMING POOLS Bulletin No. 500 Graver Corporation, East Chicago, Indiana

This bulletin contains not only a description of the re-filtering, recirculating and sterilizing equipment furnished by Graver Corporation but many details regarding the design and construction of the pool and its accessories. It is well illustrated with views of pools throughout the country.

The Graver Corporation will be glad to supply anyone interested with a copy of this bulletin.

RECREATION BULLETIN NO. 4 Published by the General Board of the Mutual Improvements Association, Salt Lake City, Utah

The General Board of the Mutual Improvements Association has brought together in this bulletin some very interesting facts about the physical, mental and social characteristics and the play interests of the pre-adolescent, early-adolescent, middle-adolescent and later-adolescent periods. There is also a discussion of the adult and his recreation. The activities for the various age groups have been classified under physical, rhythmical, constructive, environmental, dramatic, linguistic and social activities. Recreation workers will find this classification suggestive and interesting.

SHOP PROBLEMS, TOYS Series No. 12 Published by Manual Arts Press, Peoria, Illinois. Price \$.35

A bear, dancing see-saw, toy wagon, toy airplane, wigglegator and wagtail hound are among the twenty-five or more toys suggested in this collection. With the use of the tracings given, every boy in the school shop can quickly be supplied with a blueprint of the toy he wishes to make.